

DOMINGOS ALESSANDRO C. B. SILVA

VOCABULARY DEVELOPMENT: AUTONOMOUS LEARNING STRATEGIES FOR EFL STUDENTS.

Do Cape Verdean EFL students have their own strategy to learn and develop vocabulary autonomously?

Trabalho Científico apresentado no ISE para a obtenção do grau de Licenciado em Estudos Ingleses, sob a orientação de Anthony Justin Barnum.

The Jury,

Praia, _____, 2008.

Dedication

I dedicate this work to my lovely parents, João Neves Silva and Maria do Carmo Cardoso, who always gave me all the love and support they could. To my brothers and sisters for the encouragement they gave me along this process. I also dedicate this work to my nephews and nieces who I love so much.

Acknowledgments

To begin with, I would like to thank our Lord Jesus for his bless and the strength he gave me to keep on doing this work.

A special thanks goes to my advisor, Anthony Justin Barnum, who helped me throughout this process and for being patient and helpful during the elaboration of this work. Thank you man I will never forget that. I would like to thank my Daddy, Mon, and my Siblings for all the love, support and encouragement they gave me during these five years. I love you all. Also a special thanks to my fiancée Marlina for not letting me give up; I love you baby. To Emily Longenecker, I would like to say thank you for the help and for the support you have given me all along.

I would also like to take the chance to express my gratitude to all my teachers, classmates' and friends especially to: Caetano, Goreth, Zita, Jair, Bejamim and Admilson, for all the work we have done together.

TABLE OF CONTENTS

	Pages
Abstract	6
I. Introduction	7
1.1 Statement of Problem	7
1.2 Purpose of Study	8
II. Literature Review	10
2.1 Why Teach Vocabulary Strategies to the Students	10
2.2 Presenting Vocabulary in the Classroom	11
2.2.1 Pre-teaching the New Words	11
2.3 Ways of Learning New Words	12
2.4 Words Formation and Meaning of Words	13
2.4.1 Words Formation	13
2.4.2 Word Meaning	13
2.4.3 Showing the Meaning of the Words	14
2.5 Drawing Attention to the Meaning Before Introducing the Words	15
2.6 Types of Stimuli	15
2.7 Memorization and Reinforcement	16
2.8 Vocabulary Lesson for the Beginners	17
2.9 What to do About the List on the Text Book	17
2.10 Vocabulary and Text Readability	18
2.11 Conclusion of the Literature Review	19
III. Methodology	20
IV. Findings / Analyses	23
4.1 First Class: Diagnostic Test and the Results	23
4.1.1 First Class: Focus Group / Quiz	24
4.2 Second Class: English Around the World	26
4.3 Third Class: Cinema	29
4.4 Fourth Class: Telecommunication	33
4.5 Fifth Class: Family	35
4.6 Sixth Class: Jobs and Occupations	36
4.7 Seventh Class: Parts of the Body	38
4.8 Eighth Class: Hobbies	39
4.9 Ninth Class: Mass Media	41
4.10 Tenth Class: Holidays	43
4.11 Eleventh Class: The Post Test	44
4.12 Conclusion of the Field Research	45
V. Conclusions and Suggestions	47
5.1 Conclusions	47
5.2 Suggestions	48
Bibliography	51
Appendices	53

Abstract

The aim of this paper is to show teachers of EFL classes some strategies or techniques that they can use to directly instruct students of different levels so they can develop and acquire their vocabulary autonomously, in or outside the classroom. It has detailed information on how to use the strategies for learning vocabulary autonomously, by saying exactly what each one of the strategies means in a way that someone can not pretend to not understand. The research further will try to determine if, in Cape Verde, students are conscious of the way they learn vocabulary and if they feel more motivated after they create and develop their own strategies to learn them autonomously. The method used to collect data was action research, with EFL students of level five. From the results of the field research it was evident that students do have their own strategies, but it was necessary to help them and show them that they have one or more.

According to the students all the works was to be done in target language to provide them more contact with the language and opportunity to practice. They also said that they learnt a lot from the lesson, specially the strategy that helps them learn and develop vocabularies on their own.

I. INTRODUCTION

The topic of this work is Vocabulary Development: Autonomous Learning Strategies for EFL students. I chose this topic because I noticed that since I have been studying English (for almost sixteen years) I have never had a teacher that focused their teaching on vocabulary and they never taught me any means or ways to learn vocabulary on my own.

During all these years of studying English, I have learned most vocabulary autonomously, and sometimes with some help from teachers. In my experience, teachers used to teach vocabulary in the class mostly when they were introducing reading and comprehension activities. They usually pre-taught vocabulary at the beginning of the class, by giving the words to the students either by writing the words on the black board and asking the students the meaning, or by directly giving the meaning in the mother tongue. This is one of the ways in which I have learnt many words, but the way that I have learnt more words was without noticing that I was doing so. During lessons I used to write all the new words that I used to hear in the last page of my notebook, and at home I would look for the meaning in a dictionary; or ask the teacher after class. With this strategy I learnt some new words but it was not enough for me to be good in developing the language with good accuracy.

1.1 Statement of Problem

During the internship process of my pedagogical training at ISE, I noticed that the students face the same problem that I used to have during my high school years. Students seem not to have any strategies to learn vocabulary on their own, and teachers are still using the same old style to teach vocabulary in a lesson. Teachers focus only on pre-teaching the vocabulary, and most of the time they do this at the beginning of the lesson as a warm up stage. I also noticed that focusing on vocabulary teaching only happens when there is a reading and comprehension section included in the lesson plan. This motivated me in doing this work on developing vocabulary autonomously. We all know that in a language classroom there can be several new words introduced and taught everyday but of course the teacher should not focus his or her lesson only on teaching vocabulary.

Another aspect, which made me centre my attention on the topic of vocabulary development autonomously, is that students in the classroom are always forgetting the new words they learn everyday. I have had the opportunity to see this in some high school classes that I have attended since I have been at ISE. Students always ask the teacher, in their mother tongue, for the meaning of words that they have learned the previous year, month or day before. It seems that students learn the word just for the moment and after class they do not

worry about it anymore. Teachers are conscious of this but they do not do much to help the learners memorize the new words.

Almost all of us as teachers have heard students say, *“Teacher I just can not memorize all these words it is too hard to memorize them at the same time!”* And the reason for this may be because of the fact that some students do not have a strategy to memorize the new words and maybe because they worry about learning the words only when they are being tested. At this point the learning of the new words becomes decontextualised and artificial, and students miss the real purpose of learning. Students thinking like this do not have any interest in practicing what they learn since they will practice just what are going to be necessary for the exam. This is why we must give students a variety of strategies in order for them to learn vocabulary autonomously in a classroom and/or in their home environment so that they can pick up and use these strategies at any time.

1.2 Purpose of Study

Some teachers of EFL classes have noticed that students have some problems in developing their vocabulary. In order to make my contribution, as an EFL teacher, towards this problem, and to try to get students engaged in the task of developing vocabulary autonomously, I will conduct action research. This research will try to determine if, in Cape Verde, students are conscious of the way they learn vocabulary and if they feel more motivated after they create and develop their own strategies to learn vocabulary autonomously. This research will be done with students at the intermediate level. Based on the results of the study that I conducted, I want to provide teachers with methods that can help them encourage students to develop strategies that they can use in or outside the classroom to learn new words.

In order to answer my research question “Do Cape Verdean EFL students have their own strategy to learn and develop vocabulary autonomously?” I will divide my work as follows:

First, I will present information in my literature review, which contains works already done by authors relating to the thesis question. It will examine the definition of vocabulary and reasons to teach vocabulary strategies for autonomous learning in the classroom. I will also detail their benefits to the students and relate them to the motivation they can raise in students to learn the new words and improve their second language.

The chapter on methodology will outline my field research. I use a group of intermediate students approximately between 15 to 20 students, as part of a voluntary, non-credit course. The learners are in the fifth level of English as a Foreign Language. The field

research was conducted through a pre-test and a post-test on vocabulary that I gave the students as a way to measure their level of proficiency and achievement before and after the non-credit course. I directly instructed them using learning strategies, like social strategies, memory strategies, cognitive strategies and metacognitive strategies to help students have a controlled overview of their vocabulary learning. I also worked with the students to guide them towards discovering and developing their own personal vocabulary consolidation strategies. Finally, I gave questionnaires to students, to collect data about which strategy was more suitable for them, and how they will recover it when it is required.

Then I present and analyse the results to try to demonstrate to teachers who teach different levels, whether it is possible or not to teach students ways to develop vocabulary autonomously. Finally, I try to draw some conclusions about teaching vocabulary strategies for autonomous learning in the classroom; its usefulness to motivate students to be more confident when they study the language. I also make suggestions about how teachers should use this work in their own teaching, and some suggestions for further research.

The overall aim of my literature review is to show teachers of EFL classes some strategies or techniques that they can use to directly instruct students of different levels so they can develop and acquire their vocabulary autonomously, in a classroom and/or in their home environment. Specifically, it has detailed information on how to use the strategies for learning vocabulary autonomously, (one by one or consolidated), by saying exactly what each one of the strategies means in a way that someone can not pretend to not understand.

Therefore, the purpose of this paper is to look at what we do know about the English vocabulary, reflect on how this has been applied in language teaching, identify some of the most frequently used strategies to teach vocabulary to the EFL students in Cape Verde as well as research the merits of direct instruction as a strategy for vocabulary development.

II. LITERATURE REVIEW

2.1 Why Teach Vocabulary Strategies to the Students?

The question why teach vocabulary strategies arises in a way to try to alert the teachers to help students with their language learning and to encourage autonomous learning of the vocabulary in the classroom in Cape Verde high schools. There is an extensive body of literature in the field of strategies for learning vocabulary. In considering which strategies exist for vocabulary instruction, instructors could turn to the recognised taxonomy offered by Oxford (1990, p. 18-21), but it is too comprehensive for our purpose, although it does offer a useful way of organising strategies. However, Schmitt (1997), in distinguishing between “discovery” and “consolidation” strategies, offers a more straightforward approach specifically concerned with vocabulary. Therefore, this paper will attempt to address these findings with the intention of presenting them for possible application for English language learning in the Cape Verdean context.

Some students already use some strategies while learning new words, however, they often do so unconsciously, and vocabulary learning strategies are more likely to be effective when their use is conscious and directed. They are also unaware of strategies other than the ones they already use. So it is important and helpful for teacher if they directly introduce strategies to students to learn vocabulary on their own. As Cohen (1998) and Oxford (1990) point out, directly instructing students in vocabulary learning strategies is recognized as a way to empower students to take control of and responsibility for their own learning. Therefore it is hoped that some direct instructions in strategy use will benefit students by developing their metacognitive knowledge about different strategies. As Ahmed (1989) and others point out, certain strategies are not intrinsically good, but even recognized useful ones need to be practised to be used efficiently. For this reason teachers should, in addition, provide students some time to practice the strategies learnt.

On the other hand it is important to encourage and alert students about the things they can do without much help from the others. As Wenden points out, “to be self-sufficient, learners must know how to learn” (1986, p. 315). The aim is to encourage self-sufficiency by helping learners recognize situations where they could use strategies and become better aware of the strategies that are particularly suitable for them, as well as use those strategies effectively.

It is clear that extensive reading or a significant amount of contact with the target language will improve ones vocabulary, but both of these approaches require unrealistic

amounts of time for most language learners. Research by Coady (1997), Oxford and Scarcella (1994), and Nation (2001) indicate that vocabulary learning can be enhanced when learner's attention is directed consciously to the vocabulary items or strategies. "Any new words learners learn are likely to be low-frequency words¹ and in addition if we clearly, give the mass of words available to learners, there are no way they can learn them all. It would therefore be more useful to teach them strategies for dealing with unfamiliar words." (Nation, 2001, p.25) Furthermore, since most vocabulary learning takes place outside of the classroom environment and tends to be done alone at home, it would be helpful if students were given direction on how best to approach this task on their own.

2.2 Presenting Vocabulary in the Classroom

In this chapter, we will move from the preoccupations about the selection and organization of vocabulary for teaching, to what actually happens in the language classroom. We shall look at the classroom mostly from the teacher's viewpoint, examining the ways in which the teacher introduces and explains the vocabulary, and what sorts of decisions are involved. Throughout this chapter you will read about some tips and methods that a teacher should give students in order for them to learn and use the present vocabulary in the classroom. The chapter will just illustrate the methods for the strategies.

2.2.1 Pre-teaching the New Words

Most teachers admit that some kind of focus, formalization and preparation for the introduction of new words in a lesson is a good idea. This matches a point of view which says that new knowledge is better captivated when it is assimilated or associated to the already known, and when the appropriate theoretical background or schemata are activated in the mind of the learner (Carrel and Eisterhold 1983; Carrel 1987). Imaginary Schemata theory is deep-rooted in models of effective reading, but it is also very important in the classroom when a teacher is trying to activate existing knowledge. Schemata are structured beliefs or ideas of knowledge, about the world and about language, in relation to which new information may or may not be perceived to make sense by the receiver. "Schema theory is well-established in models of efficient reading, but pre-teaching new words does not have to depend on schema-activation. Words can be presented before being encountered in their main context in a variety of ways" McCarthy (1990, p. 108).

¹ Low-frequency Words – are the new words learners acquire during class, during their reading and/or outside school environment that they do not memorize for too long. (Oxford Advanced Learners Dictionary)

Another aspect that teachers should have in mind when they pre-teach vocabulary is that not all the material is suitable for pre-teaching. Because of that, teachers should give students time and opportunity to try to get their own meaning of the new words they encounter. Seal's *Vocabulary Builder 1*, stresses that "students should engage in working out the meaning of the words encountered and that teachers should therefore keep pre-teaching to a minimum, by asking a few brief pre-questions relating to the topic" (1987, p.6). Any other direct pre-teaching of words should only help the learner to understand the text. In this case, the key words indicated by the authors. Thus, it is really important for teachers and learners to have a good interaction while introducing new words in the classroom; this of course depends on the teachers' confidence of the class.

2.3 Ways of Learning New Words

Both the teacher and the students have to work hard to construct the meaning of the new word. The meaning of the new words should not be pasted on the board for students to copy and then make practice drill after the teacher. The meanings have to be presented to the students in a very comprehensible way so that they can relate them with the words and the knowledge that they already know and consequently they can reply to the teacher if the meaning can be used or not, unless more information is added. This leads to an interactive class where teacher and students discuss the meaning of the new words. As pointed out by McCarthy, "teacher and students engage in a problem solving activity together; motivation seems to be high on the part of the students to fix new words and their meaning, and acquisition could be enhanced by such interaction" (1990, p. 122). This of course will lead to a better classroom participation and production of the language.

This is also important because it will make the most active learners make their contributions in the class by trying to organise what they already know with the new word or the clues that the teacher gives. They will rephrase and describe the new words and try to give their own examples or definitions. According to McCarthy, all these mechanisms are apparent in the classroom data; "the vocabulary class is a part where meaning is negotiated between teachers and learners, on some occasions more successfully than others" (1990, p. 121). This will make students adopt a number of strategies such as guessing, asking classmates, asking the teacher for more clarification, looking for the synonyms and antonyms, asking for sentences that show the words usage, dictionary usage and much more. Among these strategies it is therefore the guessing of the meaning that is more common for students to use.

They will draw some conclusions based on what they know in order to come up with an answer.

2.4 Word Formation and Meanings of Words

It is also suggested that words may be stored mentally as much in terms of phonological form, which means how the sounds are produced by a person or graphological form that deals with how the word form is written in terms of meaning. It should not be assumed that starting with a set of meanings and then proceeding to the actual forms is the only valid way of presenting vocabulary. Word formation principles may be utilized in vocabulary materials, but grouping words together on the basis of other types of similarity, phonological and graphological, may also have advantages as input that can be assimilated by the students to create their own groups or list of words. (McCarthy 1990, p. 110)

2.4.1 Words Formation

As cited in McCarthy (1990, p. 110) Henning (1973) suggested that lower level learners may particularly benefit from perceiving the acoustics of a classroom that makes it good or bad for carrying sound and the orthographic or the way you correctly write similarities in words. This deals with words that have similar syllables and pronunciation to encourage students to use words in groups that have the same pattern and which rhyme. However, Laufer (1981) raises the problem of words that have similar sounds but quite different meanings, which are frequently confused. Such as, sample/simple, cute/acute, affluence/influence. The teacher should make a conscious decision to present these types of words together even if they might never crop up together in context, in order to anticipate the arising of problems. Nation (1982, p. 17) also makes two other points that cannot be ignored. First, word form may be better remembered if the words are listed with their translations. Secondly, learning in context does not seem to prevent learners from translating the target word into their mother tongue, which is one of the best ways to learn vocabulary.

2.4.2 Word Meaning

According to McCarthy (1990, p. 111), most of the time, meaning will be the organizing principle of most vocabulary learning, and the teacher will proceed to explain the meaning of words in a way that to, first solve the instantaneous problem of comprehension for the learners and secondly to facilitate them to relate the new word with words that they already know. Words may be presented in or out of context. Methods such as grids and

networks do not rely on the context to establish meaning, and, when words crop up in the context, the teacher may deliberately decontextualize them temporarily in order to get a general meaning, only to re-contextualize them later.

Many different ways are possible for you to explain to someone the meaning of words. You can give the definition, make illustrations or give examples, and show the synonym or the antonym. Teachers can also introduce the word either by developing the meaning and then supplying the word, or by presenting the word and then its meaning. What is more, a good definition or explanation may prevent the need to present a word in the variety of contexts required to fully cover its meaning.

2.4.3 Showing the Meaning of the Words

Allen (1983) in her book, *Techniques in Teaching Vocabulary* gives examples of English textbooks where meanings are shown in the students' mother tongue. He argues that in such books, the English word appears first, then the word in the students' language. He also says that in books without translations, "the teacher is expected to provide a definition after reading aloud each English word and in classes where no one language is known by all the students, the teacher needs a particular skill". (p. 12).

The teacher should first call the attention to the word and then the meaning of the word. The definition should be very clear so that the entire class can understand it. In order to facilitate teaching process teachers can use different types of stimuli to draw the attention to the new words. The use of pictures or the real object provides a big help when introducing new words, but teacher should afterwards provide explanations in students' own language or definition in simple English, by using vocabulary that the students already know to make sure they have learnt and understood the word.

Another way or method to call attention to the words before giving the meaning is to compare the order of teaching vocabulary with the order of the events in the learning of vocabulary in one's mother tongue. As Allen (1983, p. 12) demonstrates, in a child's early years what happens first is this: the child has an experience with some object (in this case a new toy, a truck). While his attention is on the truck, the child then hears the name of the object which has attracted his interest. Perhaps some adult says "What a nice truck!" or "Put away that truck and come to dinner." Here Allen shows that first the child's attention is drawn to the truck; then the child gets the word that names it.

The experience shown by Allen is a reality in second-language classes nowadays, where some teachers are trying to apply what has been discovered about the acquisition of

first language vocabulary. So Allen argues that “whenever possible, teachers should offer their students some sort of experience with a real object for which the English word will be taught. They should try to draw students’ attention to an object before spending much time on the English name for it” (1983, p. 13).

2.5 Drawing Attention to Meaning Before Introducing the Words

As we prepare to teach the textbook lesson, we look at the list of new words for example: boys, clock, door, floor, girls, person, picture, room, wall, and window. We decide that there are at least two groups of related words here. One group contains words for people: boys, girls, and person and the other group contains words that relate with objects, Allen (1983, p. 13).

Allen then suggests that we think about ways of drawing students’ attention to the ideas represented by those words (not to the words themselves). For Allen it is better if we consider a few possibilities and reject some and she argues that for instance we can point to a boy or a girl in our class as a way of preparing students to learn the words boy and girl. Allen also gives us the idea of using the pictures, if the text has any, in order to get students direct attention. “At the beginning of the vocabulary lesson we shall call students to the set of stick figures; this can be done by pointing, or by covering one of the figures with a piece of paper, or by drawing a frame around the figure. As soon as it appears that the students are paying attention, we give them the words that speakers of English use for such persons or things in this case human beings” (Allen, 1983 p. 15). In order to make the lesson or the stage of the lesson easy for the students we can just point out to one picture of the boys and say ‘a boy’ or ‘That is a boy.’ In the same way, each of the girl figures is indicated and the word is given.

2.6 Types of Stimuli

In most language courses the most frequent stimulus for the introduction of vocabulary is the written word, either in the form of words in context, or in lists or grids, but the written stimulus will usually be backed up by pronunciation practice and perhaps drilling of the word. “It is usually the teacher who provides the acoustic back-up to the written stimulus, though course books may have accompanying tapes where vocabulary is introduced first through a listening activity” (McCarthy, 1990, p. 115).

As McCarthy mentioned “pronunciation and the spelling are both important stimuli. Pictures are obviously another versatile resource for introducing new words; when real-life objects cannot be brought into the classroom; a picture often does the job and saves much

laborious explanation. But pictures have their limitations too” (1990, p. 115). This is because not all the words are easily explained by a visual stimulus and visual stimuli sometimes give information that may be unnecessary and confusing to students. A picture is a way of representing the connotation or giving an idea suggested by a word in addition to its main meaning. Often it will only be possible to fully explain words through their sense relations, which are the way words, relate with each other.

In her classroom data, Taylor (1986) has examples where visual stimuli are not entirely successful and considerable uncertainty exists toward the meaning of the word illustrated. “A teacher uses a series of sports pictures to try to present the word *interesting*, but, as Taylor points out, the meaning transmitted could just as easily have been that of *fast*, or stimulating and the same difficulty could apply to several other words” (McCarthy, 1990, p. 116). This is in part because pictures bring a lot of extra information with them, thus it will, in some cases make a big misunderstanding in the mind of the learners.

2.7 Memorization and Reinforcement

Among the most difficult questions to answer about vocabulary teaching are: how much vocabulary should be introduced, how often does it need to be repeated, what are the best ways of bringing in new words to memory, and when can new vocabulary be said to be learnt?

Nation (1982) tries to answer some of these questions by making a wide variety of research experiments. He concluded that, learners can achieve extraordinary heights in memorizing new words (as many as 1,000 in 18 hours), but, at the other hand, many also achieve as few as nine per hour (or 380 words in 42 hours). “Initially, fast learners have a better chance of keeping the words they memorize than slower learners; fast learners are not fast forgetters” (Nation, 1982, p. 16)

About the question of how many repetitions are necessary before a word can be memorized, it is obvious that some learners can learn words after only one drilling. But according to Nation “seven repetitions seem to be enough for most people to be able to memorize a word. Research seems to show that most forgetting occurs immediately after initial learning; this would seem to suggest that repetition is most effective if it commences very soon after the first encounter” (1982, p. 23).

2.8 Vocabulary Lesson for the Beginners

Most of the vocabulary in English textbooks must be learned. Without it, no one can speak or understand the language. The question is what can the teacher do while presenting the words, so that the students will learn them, as easily and quickly as possible? Words like as boys and girls are easily learned without being taught, explained or drilled in class. Is it therefore, necessary for the students during the first stage to use and work with English books which contain vocabulary sections or lessons that usually contain words for persons and things in the classroom, words like boy, girl, book, window, door, and so on? This is important because success in learning and developing their vocabulary often depends on the number of senses that are used in the learning process. As Allen (1983, p. 138) points out “at least the two senses sight and hearing should work together to focus the learners’ attention”.

2.9 What to do About the List on the Textbook Page

As we think about techniques for teaching a lesson, we should also have in consideration the vocabulary learning strategies for autonomous learning outside of the school. We should first look at the vocabulary section or the alphabetical lists and then think of what kind of help should we give the students? Because when words are learned in the real world, they are not met in alphabetical order. Early in the lesson, we must be prepared to take these words out of the list and to group together words that belong together in real life.

Seal’s (1987) *Vocabulary Builder 1* points out some techniques that teachers use to deal with some lists of words in text books and he questions, is it better to read each word aloud from the list while students’ books are closed or permit students to look at each word while the teacher is pronouncing it?

Both of these procedures have their advantages and disadvantages. Because as we know in English the spelling of the words sometimes has little relation with the way the word is pronounced and the sight of a word causes many time a bad outcome on students’ pronunciation, “Sometimes, however, pronunciation is considered less important than the rapid growth of vocabulary. At such times, students are encouraged to look at the word while hearing it pronounced, since learners tend to remember the word more easily if they see it and hear it. Allen (1983, p. 11)

But it is not harmful to have students saying the word after the teacher says them. Most of the time it very helpful for many students and they enjoy saying the words as soon as they hear it. Hearing the word, seeing it, and saying it should all be considered as another support for learning, but they are only part of learning process. There are also classes in which

students are asked to say the new words before anyone knows (or cares) how the word is used for communication. So Allen (1983) says that “in such classes too much time goes into this repetition of words; and when too much time is given to seeing and saying words without relating them to their regular use, little time remains for more helpful activities” (p. 12).

2.10 Vocabulary and Text Readability

Chall (1958) and Klare (1974) shared the same idea about the measures of readability and they believed that in measures of readability of a text, vocabulary difficulty has consistently been found to be the most significant predictor of overall readability, as cited in (McCarthy and Cater, 1988, p. 97). Moreover, once a vocabulary measure is included in a guessing method, sentence structure does not add much to the prediction. Vocabulary difficulty is estimated in various ways; the most usual ways are word frequency and/or knowledge and word length. As McCarthy and Cater said, “sentences are more readable if they contain words that appear with more frequency in the text and that are shorter rather than longer” (1988, p. 97). Other measures are the degree to which words call up other words quickly or the way in which words relate to each other or groups together with other words. Klare (1963) points out that “the characteristic of words most often measured in readability studies is, directly or indirectly, that of frequency. However, it must be kept very clearly in mind that readability formula or predictors are an index or measure of text difficulty.” (p. 167) that is to say, that there are a number of factors in a text, which contribute to its ease, or difficulty of understanding, for a particular reader.

Davis (1968, 1972) did an extensive investigation into the question of whether there are identifiable sub skills within the overall ability to read. He did empirical correlation studies and factor analysis arriving at four clear factors: the first one was recalling word meaning; secondly, determining meaning from the context; then finding answers to explicit questions; and at last drawing conclusions.

Of all the factors, vocabulary was the most important and had the strongest effect. In subsequent studies by Spearrit (1972) and Thorndike (1973) cited in the book *Vocabulary and Language Teaching*; remembering word meanings was the only consistent sub skill which persisted across the various analyses. This also shows that there is some casual linking between vocabulary and text comprehension and it also clarifies that vocabulary is likely to be the most predominant casual factor. Thus, vocabulary knowledge would seem to be the most clear and particular subcomponent of the ability to read, at least when one uses current

experimental and statistical methodology as the toll of investigation (Carter and McCarthy, 1988, p. 97).

2.11 Conclusion of the Literature Review

With all these guidelines in mind one should be able to help and try to make students work on their strategies to learn vocabulary on their own so they can develop their language accuracy and become more fluent while learning the new language.

Based on the literature review it is clear that many authors agree that the use of different strategies for vocabulary development is very helpful for students to learn vocabulary autonomously. Teaching strategies for vocabulary development autonomously have lots of benefits for the learners and also for the teachers: it can have a positive effect on helping students learning not only in the classroom but also in their daily life outside the school; it motivates students for continuous learning, helps students on their language acquisition, developing interpretative abilities and personal anxiety for learning. As for the teacher it helps them save time in stages of the lesson that were devoted for teaching vocabulary, it also provides different methods of teaching and brings up to the class more interaction between students.

With these findings in mind, based on the literature review, I created the following study to answer my thesis question. The field research will demonstrate what really happens in a classroom when students are taught some strategies for vocabulary development

III. METHODOLOGY

In order to answer my thesis question, “Do Cape Verdean EFL students have their own strategy to learn and develop vocabulary autonomously?” I carried out my field research by teaching a non-credit class to a group of thirteen intermediate students, as part of a voluntary learning exercise. These students were my focus group, which I specifically chose in order to work with the topic of my research. My sample is a critical case “that can make a point dramatically” (Patton 1987, p. 54) and is “particularly information-rich or enlightening” (Crabtree 1992, p. 30).

To begin with, I first looked for five to seven students each from three different high schools in Praia as volunteers. I told them exactly what the purpose of the non-credit course was: to contribute in my field research so I could collect data that responds to the research for the findings in my literature review. I also let them know the overall aim of the course which was to learn and develop vocabulary strategies for autonomous learning, so they would be able to learn new words on their own and not only at school. The students were students of the third cycle of the Cape Verdean school system. They were all students of the fifth level of English as a Foreign Language. These students were selected with the help of their teachers. In order to try to facilitate my action research I decided together with the teachers to take good students to the non-credit class in order to facilitate my work and make it easier to collect the data. They were students that have a good knowledge of English and their grades are around 16 and up in a scale of 1/20. These students were all between 16 and 17 years of age. There were six boys and seven girls. They were all living in the city of Praia and they have a normal life style. They are teens with a lot of interests and responsibility in learning, and they like to do their duties and they are also very dedicated on their studies. Two of them are very knowledgeable in English since they have spent some time in the United States during the holidays. They had a very good pronunciation and their list of vocabulary was large.

I talked with the students about the reason why they were chosen and why they were assisting the non-credit course. I told students what the course was about, why they were doing the course, the main objectives of this non-credit class, the benefits that they will have in the future after the course, how this course would help them in language learning and in their further vocabulary acquisition. Afterwards, I asked students if they had any questions about the course and if they needed any clarifications about the course.

At the beginning of the course I gave students a pre-test as a way to measure their level of proficiency and achievement and a quiz to test if the students knew the importance of constantly adding new words to their minds and the role that vocabulary has in second language learning. The test was divided in nine parts each part covering a topic and each topic covering a different strategy. The results were used to see their level of knowledge of vocabulary, how much students knew about learning new words and also to get to know if the students were aware of the strategy or strategies they use when they encounter new words. I made sure that each student was aware of the strategy that he/she used when they learned a new word.

The content of the non-credit course was selected according to the students' knowledge and daily life, based on the Cape Verdean school curriculum. The topics selected for the classes were 1) The English Language Around the World; 2) Cinema; 3) Telecommunications; 4) Hobbies; 5) Types of Holidays; 6) Jobs and Occupations; 7) Family; 8) Mass Media; and 9) The Human Body. The approach was largely learner-centred where in a period of two months we met once a week for a one-hour class. At each meeting with the volunteer students they were taught twelve new words. The words were all selected according to the topic and it was the words that were pre tested on the diagnostic test I did the first day of the class.

Before doing any class work, I needed to alert students to make them conscious of the strategy or strategies that they use when they learn new words and they were asked to keep a journal for their vocabulary encounters. Afterwards in each class they faced different types of strategies. I directly instructed the students how to use learning strategies, like social strategies, memory strategies, cognitive strategies and metacognitive strategies to help students have a controlled overview of their vocabulary learning. I also worked with the students to guide them towards discovering and developing their own personal vocabulary consolidation strategies.

At the end, I gave a post-test to measure students' level of proficiency; to see the progress students had made and to evaluate the changes that arose in achievement over the period of time that the students were directly taught some strategies of vocabulary acquisition. The results helped me to know the strengths and the weaknesses of each strategy and also the difficulties students found in using one or multiple strategies. With this in mind, I tried to learn if the use of various strategies for developing vocabulary autonomously helps students toward learning English as a foreign language.

I documented the rates of success and failures from the beginning to the end of the two months, on the way to find out how successful the consolidation strategies for learning English vocabularies were. My field research concluded, I report the findings of my applied research in this paper.

IV. Findings/Analysis

4.1 First Class: Diagnostic Test (Appendix I.II) and the Results

The test results (Appendix I.III) were not so high but neither so low. The average grade for students passing was between 12 and 13, and for the students not passing the average grade was between 6 and 7 on the scale of 0/20. The mean average of all of the students was around 8.5 on the scale of 0/20 and the median was around 8.1. In students' opinion the test that was given to them was in some part difficult. All the students reported to me that it was not an easy test, because there were some new words about some topics that they did not know and also the way the exercises were presented to them was not always easy to understand and complete. The highest mark was 14.7 and the lowest was 4.4 making the range of scores 10.3. The student with the highest mark seems to be more active and more comfortable in the classroom. This student also seems to have had more contact with the language. The one with the lowest mark may not have been doing so well on the day of the test, because as we know sometimes it depends on how the student is feeling during the time of the test.

The sections on the test that students did best on were section five and six of the test. Eleven students had most of the points that were for the exercises and only one student in section six had zero point four out of four and in section five two students had zero point eight out of two. Section five was about jobs and occupations and the exercise was easy for the students to do. They were supposed to link the words with the places where each person worked. Exercise six was about the parts of the human body, since students have studied this topic from the seventh grade they all did well on the exercise and also the exercise was much easier for them. They had all the words on the test and they just had to divide them according to the pictures that were above.

But in sections one, two and seven students did not do very well and they did not get very high points in those sections. In section one, which talked about English around the world, students were not successful. This seems to be because they know more words in American English (influence by the music and the films they are used to), than in other English from the United Kingdom. The highest point was zero point three out of two and the lowest was zero. In section two only four students out of twelve got the passing points; the rest of them had marks between zero and zero point eight. The topic was about cinema, a topic of their interest, but they still did not do so well at it. The reason I think is because they do not yet have experience at this type of exercise and the exercise was also not so easy for

them to complete. Section seven was the section in which they did the worst, because the points received by the students were very low. The highest point total was one out of two and the lowest was zero point three. Also here the exercise was not so easy for them to complete, maybe because they were asked to give their own meaning to the words.

The pre-test was very important in the non-credit course because it showed me which the level of proficiency of the students was and it was also important and helpful, because let me know what the students knew about the vocabularies of different topics.

4.1.1 First Class: Focus Group / Quiz

On the quiz (Appendix I.I) that I applied to the students about their vocabulary learning techniques, students were supposed to say yes or no to the statements given, so the results came out in a different way according to each one's answer. The first question was for the students to say if they were able to learn vocabulary for their test in class, but forgot them in less than a week. Three out of twelve students answered yes and the other nine answered no. The three students who answered yes seem to be fast forgetters learners, it takes them longer to learn the words and they forget them faster. As Nation (1982, p. 16) described, there are two types of learners, the faster learners who learn the words fast and are not fast forgetters (the nine students) and the ones that are slower learners and have to do about seven repetitions of the words in order to memorize them these learners forgets the memorized words easily.

In the second question they were asked if they could learn so many new words while they read, but do not really remember them when they see the words again. Six students answered yes that they do, five answered no that it does not happen to them and one student did not say anything. For these six students the issue is vocabulary difficulty as cited in McCarthy and Cater, (1988, p. 97), vocabulary difficulty has consistently been found to be the most significant predictor of overall readability. Students face some difficult words while reading so that when they come to see them again in other context they may not remember them; and for the five that answered no they seem to be students that do a lot of reading so they are always facing new words and have contact with the words over and over what makes them remember them quickly. The one that did not answer the question is the type of students that does not like to do much reading and so she will not be confronted with new words as the other ones.

In the third question they were asked if they learn new words in a list in a notebook, but it was not very efficient. Seven of the students answered yes; and they seem to be the very

attentive students to write everything that they think are important for them to learn. It is not very efficient for them because they are not aware of the strategy that they are using which makes it more difficult to arrange the words in a way to make it easy to study and take good use of them. Four answered no, and this is because they do not use that strategy to learn new words without teachers' help. One of the students did not answer, may be because he also did not know about the strategy or never try to do it because the teacher had never told him to do so.

The fourth question students were asked was if they recognize the words while they read, but never use them for themselves. Five of the twelve students answered yes, and these students shows that they do learn the new words but they do not have opportunity to use them so they can practice. This because of the less opportunity that students here in Cape Verde have to be in contact with the language so that they can have opportunity to practice, because only the class time (in which many teacher do not use the target language), is not enough for them to exercise and put in practice what they have learnt. Six answered no, and they seem not to b capable to remember the words because they need to face the words more than once and in some cases you do not find many repetition of the words while reading a text, and I also classify them as fast forgetters learners, because they may see the words once or twice but not enough for them to memorize them. And one student did not answer, may be because he or she does not do much reading or none at all.

In the fifth question students were asked if they know the meanings of the words, but often use them inappropriately. Five students answered yes, these students do not really know what the words mean or they just do not know how to put the words learnt together with the ones that hey have on their mind, this leads them to make an inappropriate use of the new words. The other seven answered no that it does not happen to them, this because they make a good use of the new words and they also activate their schemata when they face new words so they can put them together with what they already know.

About the sixth question students were asked if they could remember the words when they write, but kept forgetting them when they speak. Half of the students answered yes, and this is because these students do not have enough time to exercise the new words and also do not face the language much so that they can use the words while speaking. The other half answered no that it does not happen to them, and for these students it is easy for them to use the words while speaking because they are more fluent and also seems to have more opportunities to use and face the language.

The quiz was also important in the first day of the class, because it gave me some really important information about how the students behave when they face new words and how they react to it when needed. This quiz was also important, because it showed me the types of strategies students use when they learn new words and if the strategies on the quiz are in some ways efficient.

4.2 Second Class: English Around the World

I started the second class at 5:00 p.m., and some of the students arrived five to seven minutes late. Today three other students that were supposed to come to the non-credit course showed up to the class so I had to work with them and make them do the pre-test before the class began. They started the test one hour before the class, and then I started the lesson. In this class students were supposed to work with pictures and posters to try to work out some vocabularies. The vocabularies were about the English spoken around the world, but focused more on the differences between British and American English.

I began the class by introducing twelve pictures to the students and I asked them to think about the images that were in their sight. Then they were supposed to brainstorm on their own and to write the words in their journals. A student asked me what was brainstorming, and I took a minute and asked the others if they knew what a brainstorm was so that they could help their colleague. In thirteen students nine of them knew exactly what brainstorming was and they explained to the class and I tried to make it clearer by giving the student an example with the word cook. The other three students that did not know the word brainstorming, they may have had never done this type of exercise before so that was the first time they were doing the exercise. So to give them a clue of what it was and I used the strategy of making them learn from their colleagues, the ones that knew the meaning gave a help when they explained it to the other three and they also helped when I made a brainstorm activity and they participated very well and demonstrated to the other three students the exact way to do a brain storm.

After the seven minutes of brainstorming, I asked students about the words that they came up with (see Appendix II.I) and there were some great answers and also some that were not related to the pictures. But I did not tell them the answer of the pictures that were posted in the front of the class. They were just shouting the words out one by one and I could notice that they were thinking about many different things, because the pictures were all different from each other, so that made them think over and over about the picture and the information that it was giving them. Next, to try to make the lesson more interactive and to make all the

students participate, I started to ask them some questions, such as which English accent they thought was more clear and easier for them to understand, British accent or the American English? They were divided, some students preferred American English because they said that the pronunciation of the words is easier to understand and that they are more familiar with it because of the music they listen to and films they watch. The other half preferred British English because they think it is the correct form and that they should learn the right pronunciations.

“The answers were all good” I replied, and that they are both important and they both play important roles in the English learning field, because there are some differences in some aspects of language, as for example in the meaning of some words, which was the main purpose of that class. I divided the class in two groups one representing the American English and the other group representing the British English.

The class was to be a game lesson so I explained to the students that I was going to show the pictures (Appendix II.II), to them one by one and that I was going to call a group at a time to say what they thought that the pictures represented and they had to say in the English of the country that they were representing, and if the group did not know the answer the other one was going to take the turn and give the answer. I started with the group of the British English, “since that was the mother of that language,” I said while beginning the game. During the game there were some difficulties for students to figure out and to get the right word for some pictures. The reason is because the pictures had some other information that was making some confusion in the mind of the learners and they were coming out with some answers that were not correct. That was when I started to explain to them that pictures sometimes are not as good as we may think they are, because some times we can find something else in them and that they may lead us to a wrong answer. I then told them to be very careful when they looked at some pictures because a picture sometimes lies to us. It makes us have a wrong idea of what it exactly means.

I let them know that pictures are one of the best ways to learn words, but they need to look at them very carefully so that they will not make any mistakes. I also told them that the best way to get a meaning from a picture is to try to do a quick brainstorm (as a way to add the words that they know to the new ones that they will learn), while looking at the picture so that they could have a better understanding of it and then put the words all together to see which one best describes the image they see. We worked with some that were really hard for them and tried to practice the quick brainstorm (Appendix II.I) by giving the students a

minute to think about the picture and give the answer. They succeeded and accomplished the exercise with merit.

To finish the class I gave the students another opportunity to practice and to make sure that they had learnt the words. I called each student to go to the board and to attach the words that best represented each picture. I gave each student only seven seconds to pick the paper with the name (in American or British English), which was upside down, to attach it to the picture. They had to do it so fast that they needed to think really fast, I figured out that it was a good exercise because they were all thinking fast and succeeded in doing the exercise. The class then ended with me making the students repeat the words several times for pronunciation and memorization.

From this class I could figure out that pictures are one of the best ways for someone to learn new words. The reason is because with the pictures I showed to the students in this class they learned not only the twelve words that I was supposed to teach but also some other words (see the brainstorm in Appendix II.I). Pictures give learners the exact example of the words and it clarifies the image in learners' minds in order for them to memorize the new words. It is one type of stimuli that helps and saves teachers time in a lesson, but it also has some negative aspects and teachers should be very careful, because not all pictures work in teaching new words. There are some pictures that have lots of extra information, which can lead learners to have wrong ideas.

In this class I had three pictures that lead the students to the wrong idea while they were doing the brainstorm. In these pictures I had, you could find other information and the message that I tried to pass was not clear for students to see. These showed me that pictures have their weakness and that I should be really careful in choosing and using the pictures as stimuli to teach new words.

I could notice that the brainstorm exercise worked really well for the students. It did not have its impact right at the time, but when students were given their task at the end of the lesson they used the ideas that they had before about the words to complete the exercise. Even though they had some problems with one or other pictures that were not so easy for them and I had to give them some clues and work the answer together.

Students in this class worked out strategies like the use of imagery, the use of their sense relation and brainstorming. Not all students knew these strategies, but with the help from the others that knew them, they worked the strategies out and learned how to use them in order to learn new words. This shows that learners were using strategies to learn new words, but they did not know if they were doing so. In relation to my literature review this shows the

importance of teaching and developing students' autonomous vocabulary learning strategies. Students knew the strategies but they were not able to use them. I made them work out the strategies and use it so that they could accomplish their task.

This lesson also had another aspect that is in the literature review, which is the use of pictures as a type of stimuli for students to learn new words. In this lesson I could use the experience of pictures, which are very helpful for the teaching of words. I noticed how students learned the new words and how easy it was for them with the help of pictures, but on the other hand it also showed something that Taylor (1986) had mentioned that pictures are not always good stimuli and that it sometimes leads us to wrong information or answers. (p. 46)

From that I concluded that he was right when he said that, because I had some pictures that created some problems to the students. These pictures made students have another idea of the topic and I had to take them back to the topic that we were studying. That is when I saw that pictures sometimes instead of clarifying the meaning of the words to learners make it more confusing with the extra information that sometimes it has.

In this first class I was able to get some answer of my research questions. I could notice that not all the student had a strategy in mind to try to get all the words from the pictures. I had to give them some clue on how to get the words and try to understand each picture, which was the first step to take when you dealing with pictures. The use of the pictures was very important in this class, because it gave the students the exact image of the words that they were supposed to learn in this lesson. Teacher should always use the aids that will help him or her in order to have efficiency in their lesson.

4.3 Third Class: Cinema

In the third lesson only four students attended the class and they were two girls and two boys. This made me start the class fifteen minutes late in order to try to give time for the rest of the students to show up.

The class started with a warm up section in which I presented twelve words (Appendix III.I) to the students for them to think and talk about, and then tell me which topic the words were related to. Students started to give some characteristics of the words and then they told me that these words were related with the topic "Cinema". It was easy for them to know the topic that we were going to talk about in that lesson because some of the words such as comedy, film star and Oscar were very familiar to them.

Before doing any other class work I took a few minutes to work on students' pronunciation by making a drill of the words in order to make the pronunciation clear for them (all this were part of warm up stage). After that I asked the students to write in their journals five characteristics that they thought were important for them to know to learn a word. At first they were not having a good understanding of what I told them to do, so I told them to think about the things they think are more important for them when they are learning new words.

Students did not have the five words that I had expected them to provide, but they came up with some good examples. A student told me, "When I learn a new word I worry about the meaning of the word and the spelling, I need to know the meaning so I could use the word correctly and I also have to know to spell it to make my communication more accurate possible". Another one told me, "in my opinion I think that the context in which we use the words and the pronunciation are the most important aspects of learning new words, because is the good pronunciation that will make us be understood by the others and we also need to use the words according to the context of our conversation". A third student said, "For me the important thing about new words leaning is the word class and formation, because o use the words in context we need to know which class does it belong to and how it forms"; and the last student replied "I actually think that the different meaning that sometimes some words have is very important when learning new words and while we communicate, because there are some synonyms that we may use in different situations to make our idea more clear.

At the end of this section we all agreed with the answers and then I had to make some clarifications and gave them further information, I also told them that all these aspects that they have mentioned are all important and useful for the good communication and in learning new words. These findings are better explained in section 2.4 Word Formation and Meanings of Words and its sub section, in my literature review.

Then I presented students five more characteristics (Appendix III, the lesson plan has the characteristics), that were also important to know when learning new words. In my notes I had two characteristics that students had already mentioned so I gave the other ones that they did not say, such as the translation of the words Allen (1983, p. 12), synonyms and antonyms, and the grammatical pattern McCarthy (1990, p. 111). I clarified the different meanings that some words have and of course according to the context.

In the next step I showed students five different possible ways (Appendix III, it is included in the lesson plan), to learn vocabulary words. I started by giving them the definition and explained the students that this was one of the best ways to learn a word because when

you have the definition of the word you will know what it means and will have a better idea of the word. Also the definition could be neither in the target language nor in the mother tongue, and the definition facilitates the memorization of the word. The other possible way was to make illustrations or give an exact example of the word by showing the object that describes the word, from which learners could have a visual and direct contact with the object and get to know the word as Allen (1983, p. 12) demonstrated in his example with the child learning the mother tongue, in my section 2.4.3 Showing the Meaning of the Words of my literature review. I alerted students that it does not work all the time and it is not possible for you to have examples of objects on hand to show at all times. The other way is by knowing the synonyms and the antonyms of the words in which you can learn the words from the words that you have already know.

I explained to the students some other ways to learn the new words, by first developing the meaning of the word and then presenting the words, but here you need to develop the meaning in a very clear way that you would use to make it easy for learners to get the word at the moment you present it to them. And secondly, I gave them the other way, which was presenting the word and then together with the students developed the meaning to clarify any doubt that may appear all mentioned in my literature review in section 2.4.2 Word Meaning by McCarthy (1990, p. 111).

To make sure that students had learned the five ways to learn vocabulary, I gave them a task to do. Students were supposed to match the words given at the beginning of the lesson with their correct meaning (Appendix III.II) and then explain which of the strategies they used to accomplish their task. Each meaning was presented in a different way so that they could distinguish one from another. Students succeeded in their task and have explained the strategy used in a good way and I concluded that the lesson was effective and well achieved.

In this lesson we talked and learnt more about the characteristics of the words and some possible ways to learn them faster. It became clear to me that it is very important for students to know the features of the words, because by knowing them students will be able to learn new words faster and they will also not forget them easily. I could figure out that some of the words' features such as: the meaning and the spelling of the words, the context in which we use the words, and pronunciation, are important to know because as we know, words in English are written in one way but the pronunciation can be very different and learners must know when and how to use the words.

We also focused on the importance of the word class and formation, which have a big influence on words' different meanings. By giving some examples, students learnt that just by

adding a syllable to a word the word automatically gets another meaning and also can turn to an adjective and not a verb or noun anymore and consequently you will get to know and learn a new word. It also became clear that if put words together according to their formations (in this case by grouping words that have syllables that rhymes or the same pronunciation pattern) it will be easier for learners to learn them and distinguish which are their grammatical patterns.

In learning some of the possible ways to learn new words I could see that the translation of the words showed that it is a feature or a way of leaning new words that needs to come together with the other aspects mentioned, because by translating the words learners had a better understanding of the words and they could see what type of words the twelve presented words were. As I expected, students then related the words presented with their synonyms and antonyms to better understand them.

This showed that words' definitions could be in the target language or in learners' mother tongue which sometimes makes it clearer for learners as mentioned McCarthy (1990, p. 111). Other ways to learn vocabulary as making illustrations or giving examples were also brought up to the mind of the students. This is one of the best ways to learn new words because you can give the examples by using real objects to teach, as showed Allen (1983, p. 12). But the one problem is that it is not possible to have an object on hand all the time so it may be complicated sometimes.

Another two possible ways were shown to the students. The students found these very interesting and they helped them on the task that I gave them afterwards. The issue of developing the meanings and then presenting the words or vice versa presenting the words and together with the students developing the meanings clarified the word to the students and solved some problems students had in comprehension of the meanings. This was useful because they could then put together what they already knew with the words they were being presented. As mentioned by McCarthy (1990, p. 111), meanings are the organizing principle of vocabulary learning and teachers need to explain in a very comprehensible way so that it is easy for students to understand. I agree with him, because when you provide the meaning in a language that students can easily understand the learning will be easier and done in a fast way. It will also help control or prevent misunderstanding of new words and help learners contextualise the words according to what they already know.

The most important aspects of this lesson were to help the students get the meaning of the words and to show them the different ways to get the answer. So here it was important to

know which of the strategies or methods of developing the meaning was better for the students and which of them was going to be the one students will use from that lesson and on.

4.4 Fourth Class: Telecommunication

Again in the fourth lesson not all the students showed up to the class. Only five students came to class this time and three of them had missed the previous class.

As always the class started with the warm up section by presenting the students the topic that they were going to study. Then I guided a controlled discussion about the topic, in a way to make them get familiar with the topic and to also freshen up their ideas about the topic. At first a student was participating more than the other five as if the rest were shy or did not have an idea about the topic. To make all the students participate in the discussion I started to ask some questions and make some clarifications about students' ideas. I asked them about the advantages and disadvantages of telecommunication, its impact and weight in the world and also how it has been developing. About the advantages they shared the same idea and said that, telecommunication is very helpful for us to be connected with the entire world and that it is becoming better each day in order to make the world smaller. Also for the advantages they have agreed between them that it is possible that sometimes we can not count on them because it fails and could not be as precise as they seem to be.

A student mentioned about the impact that telecommunication have in the world and she said "I think telecommunications is the reason why all the news goes around the world in minutes or less than that and everyone depends on them nowadays". Two other students put their thoughts together and say that it is almost impossible to follow its development since everyday we have new ways to telecommunicate around the world and each day they are becoming better and better.

Following, I presented the words (Appendix IV.I), which were going to be taught in the lesson. I first read the words aloud and then made a drill with the students a few more times. Afterwards, I asked students to describe the words according to their knowledge and write the descriptions in their journals. We then discussed the descriptions made by the students and I made some clarification for better understanding. Students came up with some very good examples and others even gave the definition of some words (Appendix IV.I).

I found this exercise very effective since students had good ideas about the words. This helped a lot because, after I read aloud some sentences that described or gave the definition of the words, students worked with. After reading the sentences I asked

students to compare and make some comments about the descriptions I gave them with the one they had in their journals. Then I explained each word carefully so that the students could clearly get to know the meaning of each one of them.

In order to make sure that my explanations had a result on students' minds I gave the students an exercise to do. In this task students were supposed to read the sentences, which were the meaning of the words they were to learn in this lesson, and then choose the correct answer or word from a list of four words under each sentence/definition. There were three distracters and one correct answer that they were supposed to complete the sentence with.

I noticed the exercise was easy for the students because the class had worked the words in several different ways so it was already clear for them. Each student was asked to give an answer, they had to read aloud the sentence and then complete the sentence with the correct word. They all succeeded in their task.

In this lesson students worked directly with the definitions of the words. The definitions were given to them in a simple language that facilitates the comprehension and their learning as I mentioned in section 2.4.2 Word Meaning, of my literature review. The words were first presented to them after they developed their own meaning and at last they were presented the meanings.

This strategy made students first relate what they knew with the new words they were presented. They were able to guess the meaning of some words since they had related some of the word with their synonyms and/or antonyms. This exercise helped them a lot because they were able to put together the definition they built with the one I gave them and compare the two definitions.

The task I gave them was to choose a word for the definition that I had for each word. From that I observed that it is very helpful to provide first the definitions to the learners and then the words. Because students will be able to analyze the definition and have an image of the word that they will have to look for, and again the definition has to be very clear to avoid confusion in learners' minds and lead them to a better understanding.

I noticed at the end of the lesson that students had no problem performing the task, because since they had worked their own meanings first and then compared them to the meanings that I gave them. This meant they had the definitions clearly in their mind of the meaning of each word presented to them. It was very important to see students

reaction when presented the definitions of the words in their mother tongue. Students faced the exercise differently and it appeared to be easier for them to do.

4.5 Fifth Class: Family

It was a small class again and only three students showed up to the lesson. The class started at five o'clock sharp with the students a little uncomfortable because of the missing students who did not come to class.

As a warm up for the students I introduced a picture (Appendix V.I) to the students for them to look at and have an idea of what the topic was about. The picture was a family tree that I took from a manual to teach the topic "Family". After the students had the idea and the meaning of the lesson, I addressed three questions to them to clarify some doubts that they might have had. The questions were all related to the family tree picture to introduce the topic (Appendix V, the questions are included in the lesson plan).

Then I introduced the twelve words (Appendix V.II) to the students and I asked them to read them out loud together with me in order for them to work on their pronunciation. For better understanding of the words I then told students to try to guess the meaning of each word presented. One by one they used the strategy of guessing the meanings as a way to activate students' schemata (Carrel and Eisterhold 1983; Carrel 1987). To make it clear for them to understand and learn, I helped the students with their answers. They kept all the information in their journals and had the words translated into the mother tongue. Students did not have any trouble while doing their task.

To accomplish the aim of the lesson I gave the students an exercise to do. I asked them to complete the sentences that I had prepared for them. The sentences were about the topic of family, they were asked to look at the picture of the family tree and to make an interpretation of it by reading and looking at the picture at the same time and completing the gaps in the sentences. The picture worked as a support for the exercise, also as a stimulus for the students to learn new words. Here it had the same function of a written text.

Students did well on some parts, but had some difficulties in some other areas, such as when the sentences had two or more gaps to complete. I had to interfere and gave them a hand to better interpret the picture. They had problems with the picture saying what the relationship among the people on the poster was. But to make it clear for them I tried to work together with them and gave them some clues by linking the people with one another.

The lesson ended and I can say that the students learned the words and achieved the lesson's aim also, which was to guess from a picture and be able to translate the word to their

mother tongue. I then made the students read out loud the sentences and look at the pictures so that they could have a better idea of the words and work on their pronunciation.

It was an important lesson because the activity showed once more that pictures are one of the best stimuli to teach words according to (McCarthy, 1990, p. 115). Another important thing that I discovered is that pictures can be used in many different ways and this time for example the way I used the pictures had the same function of a written text. This was because students had to look at the picture first to do the exercise afterwards. They had to read the picture.

Not only can a written text be used for reading and comprehension; but a picture well used can also work and help students do the exercises. Students had to do the reading of the passages that I gave them and afterwards complete them. For them to complete the exercises they had to take a good look at the picture and understand the message that the poster was giving them.

As it has its advantages it also has its disadvantages, because as we know pictures sometimes give more than one piece of information, as Taylor (1986) showed with examples where visual stimuli are not entirely successful. This was also evident in this exercise but it did not give the students much trouble and they knew how to overcome these disadvantages because of previous lessons they had in using pictures. In this type of exercise I noticed that for you to get the specific information you need to do the reading and then look for the exact information in the picture. This lesson showed that it is easy to join together pictures and reading activities in one lesson and make the lesson easier and clearer for the learners.

4.6 Sixth Class: Jobs and Occupations

In this class students did not show up till ten past five so I had to start late and only three students came to class. Two of them were students that had been skipping some classes but one of the boys had attended all of the lessons since the beginning.

Class began at twenty past five and I had a conversation with the students about their future careers. I used this conversation as a warm up to alert students about the jobs and occupations that they want to do one day in the future. Students were very confident of what they have in mind to one day become. I led the conversation with a student centred methodology and by dropping some questions (Appendix VI, questions are in lesson plan), such as if they were influenced by their parents or someone else to choose what they had chosen. I also asked them why did they choose such a job. The first student said that he wanted to be a Psychologist and that no one had influence on his decision, he was the one

who decided for himself what he will be in the near future. The other one said that he wanted to become an Economist and that his father had some influence on his decision since his father is an economist. The third student said that she wanted to be Flight Attendant and that it was her own decision since she loves to travel around and feels happy when she is up in the clouds.

The strategy that was used in this class was the direct translation of the words to Portuguese, according to Allen (1983) in her book, *Techniques in Teaching Vocabulary* she gives examples of English textbooks where meanings are shown in the students' mother tongue. I gave students the words for them to complete the work, first they were asked to say the word in English one by one and then they would say it in Portuguese. They kept everything in their journals. It was not necessary for me this time to give students help in doing their task. They all had an easy time doing it and they did it quickly.

This made the class reach its conclusion faster. But before that there was a section in which students were asked to do some exercises. They were told to link the twelve jobs and occupations (Appendix VI.I) given on the black board with the places of work of each of the particular jobs (Appendix VI.II). They spent less time than I imagined on the exercise and they finished it correctly. I first gave them time to do it on their own and then they went to the board to link them together. Class ended and students made a small summary of what had happened during the lesson.

From this lesson it was clear for me to see that the method of directly translating the words to the students' mother tongue or first language is very helpful. Students had no difficulty in learning the words because they already knew the words in Portuguese, so that made it easier for them to understand and memorize the new words.

The direct translation of the words to the learners' first or second language saves time and avoids the problem of not knowing the meaning. Students spent less time in learning the words because the words about jobs and occupations can be translated directly, since we know almost all the professions that exist in the whole world, it becomes simply a matter of saying the job or occupation in Portuguese. Thus it made it much easier for students because they already knew the names of the jobs and occupations in Portuguese.

This shows me that when we add the new words to what the students have already known, even in their mother tongue it is very helpful and important to teach and learn a new language. Students will not have to work hard to find the meaning because they already know them and they will connect it to their synonyms and/or antonyms much faster while they learn.

4.7 Seventh Class: Parts of the Body

The class began seven minutes late and only two students out of thirteen are attending the class now. The class is now composed by two students only; the rest of the students seems to have given up and are not coming any more.

I started by working on the motivation part, where I played a game with the students. In order to get them motivated I made the students stand up next to their chair in order for them to play the game. The students were asked to touch the parts of their body as the teacher says the words outloud (Appendix VII.I). Since the lesson was about the parts of the human body I tried to use the Total Physical Response Method to get the students motivated to the lesson. Students did not have any problem in doing the task, so to make them practice pronunciation I made them repeat the words after I said them so they could get them faster. This section of the lesson was for me to see how much the students knew about the topic given.

In this class since the topic was not so difficult for the students and it was of their knowledge, instead of teaching them the twelve words I had selected, I taught them twenty new words (Appendix VII.I). For the students to get a better understanding of words I divided them according to the parts of the body that they belong to. Students were supposed to do the task and I gave them some help for clear comprehension. They kept all the information on their journals for further learning. Students did not have much trouble doing the task and as in the warm up section again in this section I did not correct their mistakes.

To see if the students understood and got the objectives of the lesson I gave them some exercise to do and at the same time to have them practice more over this topic. First I gave the students some pictures with the parts of the body (Appendix VII.II), for them to look at and have an idea of what the exercise would be about. Then I told them to have another look at the twenty words given before. After that I used letters from a) to i) to label the ten pictures, and I asked the students to write under each letter the parts of the body that they thought belonged to that corresponding picture. This exercise was to be done on the black board so while they did the exercise I told the students to touch the parts of the body that they had written.

I called the students one by one to come to the board and to choose ten words and to do the exercise. They did not have much trouble in doing the exercise; they started to do the easy words first and then the hard ones. The first student that went to the board made only one mistake; he had put the word chin under the picture that was showing the chest of the man, I could see that the students had oversight or maybe he did not know the meaning of the word.

For him to have his exercise done I told him to erase what he has written and choose another word and leave that word for the other student. The second student also did not have much trouble in doing his task and he had put the word chin in the correct place the only thing is that he was having some trouble with the word belly he put it in the wrong place too, so I had to call back the first student to do the task and he did it right. Thus from that I could notice that the students were learning from each other so I gave them opportunities to help each other.

This lesson was once again to have pictures as a type of stimuli for learning and developing vocabulary as mentioned in the section 2.6 Types of Stimuli, of my literature review. Students this time did not have much trouble using pictures since they had learned from the other lesson some of the aspects of using a picture. They had already knew the extra information that pictures sometimes gives you, and they spent more time analyzing the pictures and then do the task asked

From that I could notice that they had improved their capacity of dealing with the pictures when they are working with the pictures. Because they first take some time to look and figure out what the pictures were giving them and after they had their thinking time and did the task, in order to avoid making any mistakes, as mentioned Taylor (1986) in her studies. But as we know us the human being we make mistakes they made only one each. This shows that they had taken into consideration what they had learnt before to do their thinking in order to achieve their goals or the goals the teacher set for them.

This lesson taught me once again that pictures are one of the most important stimuli to learn vocabulary. But one needs to be very careful to be patient and capable enough to analyze and understand the messages that pictures give us, as my two students did. Because pictures have much information on them and we the teachers need to be careful and also the students need to pay close attention when they are dealing with pictures. So a good thing to do when use pictures to teach words is to select them carefully and make sure that they will be easy for the students to comprehend and work with.

4.8 Eighth Class: Hobbies

I started the class by working on the motivation part as usual. The topic of this class was “Hobbies”, a topic of students’ interest. “All of us have something that we like to do to pass the time or to have some fun and enjoy our free time”. I started with that sentence in order to call up students’ attention and introduce them the topic of the lesson.

This was the warm up section in which I had a simple conversation with the students to try to get them ready for the lesson. I spoke about my free times and what are the things that I do to pass my time. I told them that I like to do some sports like swimming, running, riding a bike and play soccer, also some other types of activities such as listening to the music, watch movies, reading and so on things that make me increase my knowledge and develop my thoughts. All these to give them examples of types of hobbies that someone can have and practice.

Then I asked students some questions like: what do they like to do when they have a free time? Which are their favourite hobbies? And why do they think that it is important for someone to have a free time on their lives?

Students came up with some great answers. They have told that on their free time they like to read sleep and have some rest because they wake up to early to go to school, and that they like to do some sports to make their body feel better and be on shape. About the third question they had the same idea and they said that we all need some free time because when we work during some period of time we need to put our body to relax and have some fun to unstress.

After that I presented some poster (Appendix VIII.I), with people doing what they like to do on their free time. I used the picture this time for them to bring up a discussion about the topic. I asked the student to describe the posters for me, to say what are the people in the picture were doing. They have described them correctly by saying the activity that each of the pictures was describing. I worked with the pictures one by one in order to avoid confusions on students mind, since is one of the best stimuli to use when teaching new words and a picture is a way of representing the connotation or giving an idea suggested by a word in addition to its main meaning, (McCarthy, 1990, p. 115). Students kept all the new information on their journals for further studying.

To end up the lesson I gave the students some exercises to do. In this lesson instead of presenting the words directly to the students I left it for them to guess from the pictures. I showed them the twelve pictures (Appendix VIII.I), for them to analyze and say exactly what the people in the pictures were doing. They had successes on their task and did not make any mistake, since they had described the pictures before in the lesson, so they had no problem in doing the exercise. With few words they had say the type of sport that the people were playing, as for example they say “that is volleyball” instead of saying the activity that the people were doing like “playing volleyball”. The lesson ended and I could notice that they had learnt the words because they had described them very well.

In this lesson I associated pictures and the guessing activity for the students to try to get the necessary information and it was my intention to teach this more than once. A thing that I could learn was that when using pictures to teach new words you need to select them really careful and this is what happened in this lesson. The pictures were well selected and it was showing the image of the exact activity that people were doing. So this alerted me that when using pictures for teaching words they have to be clear enough for the learners in order for them to have a good comprehension of the new words and get to understand the meaning of it faster.

The thing that makes me say that is the way students did the exercise in this class. They did not have any difficulty in doing the exercise and had made some great descriptions of the posters before saying the exact activity that was being done in the posters. In my point of view I can say that this activity of guessing and describing pictures gave the students a great motivation to do their task, as mentioned Allen (1983, p. 13) he suggested using pictures to draw students attention to the words.

This lesson supports the idea that well selected materials can facilitate and a lot teaching and learning process. It help teachers to save the time in make the clarifications for the students it helps saving the time for other types of activities and makes that learner get a better understanding of what is being taught, because their attention were directed to the word by a stimuli. I had the opportunity to see that my two students did very well and better from the preview lessons that I used pictures that could give them extra information. So it helps the students on their thinking process also.

4.9 Ninth Class: Mass Media

I started the class by introducing the topic of the lesson to the students. To make them to get in the right track of what we were going to talk about I addressed them some questions related to the topic, which was “Mass Media”. I asked them questions to motivate them to the lesson and the first question was: Do you think mass media is important? Why or why not? They said that mass media is very important because that was one of the best ways to get all the information we need and the only way to connect the whole world at one.

The second question was: What are the advantages and the disadvantages of mass media? The first student volunteer to say some advantages and she mentioned the speed and the promptness that the news gets around the world and the big influence of the technologies that makes the mass media better every day; and she said that she does not think that there is any disadvantage in the mass media world. The second student mentioned that there is some

disadvantage as everything has and he said that some of the mass media are not all the time accurate on what they transmit and gave the example of the internet which is true.

Finally the third question which was: Which type of mass media do you think gives us more precise information? They both had the same answer and said that they think television is the most completed one, because it has things more detailed and has the images at the right time and of the right place. They said that internet is good to, but many times the information is not so true or correct.

After the warm section I presented the twelve words (Appendix IX.I), that I had selected for the lesson. Then together with the students we made some descriptions of the twelve mass media and compare it to each other. They kept all the information in their journal.

Individually I asked students to write what they think might be the definition of each of the mass media given. So here in the lesson I wanted to use the strategy of students building their own definitions of the words, since they had described the words before in the lesson now they will look at the descriptions made to come up with a definition for each word, as mentioned in the section 2.4.3 Showing the meaning of the Words, of my literature review, teacher should first call the attention to the word and then the meaning of the word.

Students have succeeded in doing their task and had no problem in working out their definitions for the words. I after asked for oral feedback so I could correct them if necessary, but it was not needed because with the help from the description they have made before it became easy for them to do the exercise.

From that I could figure out that this strategy helps both teacher and learners at the same time. It put the students centred in the lesson and it reduced teacher talking time. Teacher only had to make some clarifications and give clear examples so that students could get a better understanding of the new words and come up with their own answers.

I think that by having students making their own definitions makes them understand and recognize the words better. Because they will feel some kind of responsibility while making the definitions and they have to make sure that they do it right so that makes them think over and over it, in order not to make any mistake. So I think that this strategy of putting together the descriptions made by students and teacher with the guessing or of the meaning is really effective. Because you make students be responsible, in some part, for their autonomous learning.

4.10 Tenth Class: Holidays

The warm up section of this lesson was to prepare students to have a better idea of the class topic, which was “The Holidays”. So the activity was a brainstorm about the topic and I gave the students a few minutes to do a brainstorm. They had to do it on their journals individually. Then I asked them to tell me what they have come up with and the students gave great words related to the topic holidays. They gave words like travelling, going abroad, do things you love, spend money, hotels, beach time, etc. there were many interesting other words related to the topic.

After I addressed some questions to the students like for example what are holidays for? Which type of holidays do you like to practice? Since there are some different types of holidays, and at last what do you like to do during your holidays? Students answered according to their point of view. So to conclude the section together we came up with a simple definition of the word holidays, which was “time to have some fun and to relax from work or school, time to do some travelling to other places and visit new places in order to do what you have planed.”

I then presented ten types of different holidays (Appendix X.I), to the students. I made them read it outloud one by one for pronunciation and asked students to say if they had ever heard those words before and they said that they only did not know what the word abroad meant. So I gave them the example, so I told them to imagine that they were going to London, so that meant that they were going abroad, from their home country to another country. Then together with the students we gave some examples of the others holidays just for clarifications.

Individually I made the students work with some definitions in some passage that I provided about the each type of holiday. There were ten of them and they had to just fill in the gaps with the correct word or type of holiday, so as mentioned in my literature review in section 2.5 Drawing Attention to the Meaning before Introducing the Words. At the end I correct them together, since there was only one misunderstanding between the two students I made them explain what they taught about the mistakes made. A students got confused with the word’s definition, the words were foreign country and going abroad, he did not look carefully to see that the word foreign country was well defined and he chose to complete the word in the definition of the word going abroad, but I let the other students explain that to him and he understood it without my explanation. This shows that student’s attention was not really captivated to the word.

This lesson was important for me to see the impact that providing the definitions have on students mind. Here I could say that the strategy used was the learning thought reading and skimming for the important words is what gave the students the clue for the meaning. As McCarthy and Cater said, “sentences are more readable if they contain words that appear with more frequency in the text and that are shorter rather than longer” (1988, p. 97). These because students had to read and get to understand the passage in order to complete their task. The passages were like a definition of the words and the students just had to look for the one that best define the word.

I could see that when providing definitions to the students as a form of passages they will spend some time in doing the exercise, because they will have to read it more than once to first get the idea of the passage and then chose the right word. I think that this was what did not happen to the student that had mistaken between foreign countries and going abroad. He did not compare the passages or did not look for the clues of the passages that better defines the word. This strategy also gives students opportunities to practice some reading and pronunciation. They will also find some other new words but that are not so relevant in that case.

4.11 Eleventh Class: The Post Test

This lesson was to have the students make a final test or the Post-test (Appendix I.II) in order to measure they level of proficiency after the nine classes that they have attended. Since some students had quitted the lesson I had to test only four students that attended most of the classes. Also the four students did not attend all the lessons so I tested them only on the parts that they have attended the lessons and made some comparison with what they have done in the Pre Test. This will help me see students’ evolution and performance before and after the two tests. The test was the same one that I did as the Pres-test, I did exactly the same test to better compare the results and make sure that what had been taught was learned and that students accomplished the goals that I had set at the beginning.

The grades this time was much different from the Pre-test, students showed me through the test that they have improved and a lot. The first student only did three parts of the test; this because she missed the other classes so did not test her on them. But I could still see that some changes had occurred, because in the first section of test she now in the Post-test did much better and had a higher mark. She only had zero point seven in that section in the pre-test and now she had one out of two. In the section three she now got one point eight out of two, since in the pre-test she had one point four. In section four of the test she now got four

and in the pre-test she did not have any mark in that section; and in the section six, which she was not supposed to do but she did anyway she got the same mark two, and the student did not take this class. So this shows me that even though the student did not attend more than three classes, she showed that she had learnt and had improved a lot and if she had attended all the classes I guess her grade in the test would be higher from the pre-test.

The second student attended more classes so it was possible to see a big change in his evaluation mark. This student did not attend the three last classes but the ones that he attended helped him to raise his marks higher than what I as expecting. He had double of what he had in the pre-test, in the pre test he had six out of twenty this time without doing the three last sections he had twelve. This was clear to me that the student improved and a lot, and it also shows me that he had put in practice what he had learnt in the non-credit course.

The same thing happened to the other students, who also missed a few classes. They showed that they have accomplished the goal set in the beginning of the course, which was to make the students improve and develop their vocabulary. The third student did not do three sections, but he was able to increase his average to fifteen point one, since in the pres-test he had eleven point two. The fourth student, who also missed some classes but did all the sections of the final test, showed that she had developed and improved her vocabulary considerably. She was the one that had the higher mark in the pre-test and now she did the same. Her mark was eighteen point three out of twenty. So I let her grade speak for her.

4.12 Conclusion of the Field Research

When all is said and done, I can say that the use of different strategies to teach students ways for them to learn and develop their vocabulary autonomously is a very effective way to have students intrinsically motivated, since we will make them work all the possible ways that they can find to learn new words and clarify the doubts that they may have had about some other words, not only in the school environment, but everywhere they go, which will for sure make them enjoy the process of learning.

In brief, I can say that the results of the field research answered, in a positive way, my thesis question which was “Do Cape Verdean EFL students have their own strategy to learn and develop vocabulary autonomously?” Well through the field research it was possible for me to notice that they do have their own strategies, but it is necessary to help them and show them that they have one or more and how to better use them together. Through out the nine lessons I could get some answer by the students to my research questions, since they did not seem to be aware of the strategies they use and other did not have one to help them develop

others and learn without being said that they are going to learn new words. The students had to develop their Meta-cognitive abilities to put things together and activate their schemata in order to use the strategies they knew, and sometimes learn from what the teacher showed them.

This action research as very important and it helped answer my research question, because I could have the possibility to work with the students and learn from them how they act when learning new words. It also gave me a chance to help them with the strategies that they have and helped the ones that did not have one to develop one or more, by combining the strategies together and come out with one or more. I could notice from the students that they did not know how to learn new words by themselves, so I took the occasion to teach them how to work the words out and how to combine more than one strategy to learn the words faster and in a better way.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Through out this work I have focused on many different vocabulary strategies that can be used in EFL classrooms to teach students, in order for them to learn vocabulary autonomously. I have emphasized the use of more than one strategy at the time to work as a motivation tool for the students to learn and develop their own strategy or put in practice the one they already know, in order to improve their language and become more accurate while communicating in target language in or outside the school environment.

Having in mind all the research done and the limitations that I have faced, I came to the conclusion that students really need something to motivate them to learn and develop their vocabulary autonomously. It is clear that all the students do have a strategy or strategies that they use when learning vocabulary. The thing is that they are not aware of it and they use it unconsciously. There are many different ways to make students use and develop their strategies and make them have a good use of them. Students can make a good use the strategies they know and try to put together more than one strategy and learn new words every where they go.

Another conclusion that I came to is that teachers do not have to directly teach or instruct the students the strategies they need to use each time he/she is teaching new words. Vocabulary should be introduced in all the parts or stages of the lesson and teachers should have in consideration that students do not know all the words that are being said in the classroom and take any time during the lesson to teach new words, no mater what the subject or the topic of the lesson is, the importance is that students get to know and understand what is being said and have a good comprehension of the lesson.

I could also conclude that some difficulties arose while teaching the strategies to the students, like some strategies that are not so easy for the students to apply and work with. Students face some difficulties in learning and developing their own strategy that helps them in their vocabulary building. Another aspect is the class time which does not help much in vocabulary learning. So teacher should try to avoid these situations and be careful when preparing the lesson, because if not teacher could lead students to wrong direction and may not achieve his/her final goals. The effectiveness of giving students instruction on how to best use the strategies to learn new words depends on how the teacher choose to do it. Before giving students an activity that will help them in develop their vocabulary autonomously, teacher must take some measures in order to avoid possible constrains. These measures can be

in terms of: time planning, the level of difficulty, the language used while discussing some issues and the instructions given by the teacher to the students. Students have to have a clear idea of what they have to do so that they can do a good work.

Taking into consideration the benefits that vocabulary has in a lesson and that it brings to the class, as much related to motivation within the classroom as to the pedagogical gains brought to students, teachers should invest more in the strategies that help students on their vocabulary development, in order to make them familiar with it so that their ability to communicate in the target language can be much better and more accurate every day.

5.2 Suggestions for Teachers and Further Researches

Basing on the field research that I did, I would like to make some suggestions for teachers for the use of this work in their teaching; and I also would like to make some suggestions for the use of this work in further researches about vocabulary development for autonomous learning.

Considering that during the realization of the original field research, I found some problems related to the participation of the volunteers (the students) in the non-credit course, I would like to start by suggesting that teachers should select the students very carefully and look for the ones that are more responsible and the ones that are willing to participate in something that will enrich their knowledge and make them feel motivated for their further learning. And the number of student should not be more than seven students in a filed research.

The reason why to be careful when choosing the students is because when I started the action research I had thirteen students and I ended with only four. The most difficult that I have faced in this action research was the attendance of the students to the class. Students skip some classes, so I did not have the chance to work withal of them in any class. The lesson plans were to make the class very interactive, in order to make the lesson more full of life and try to share different ideas, but it was not possible because I did not have the sufficient number of students present. So students' attendance to the class was a big concern to me in the action research and I leave here the advice to the teacher to be careful when choosing the students to an action research. This action research I did could have been better if I had my own class in a particular high school, but since it was not possible I leave it for teachers to try to do it in their classrooms.

Throughout this work, I have presented some reasons to teach students strategies for vocabulary development autonomously that some authors point out. So I would like to

suggest teachers to use these strategies for these reasons, that is teachers could use the strategies to: develop students vocabulary understanding, put together more than one strategy for better comprehension of new words, help students in the acquisition of the language and motivate them to use the language with more accuracy.

There are also some suggestions for the teachers when they select what to teach students and how to teach them. They have to have on mind how are they going to lead a vocabulary lesson class in order to make every aspects of the lesson clear and understandable for the students. No matter what type of subject or topic teacher is teaching, teachers must prepare their lesson plans based on vocabulary teaching in order to give students more opportunities to practice their strategies while learning and develop their vocabulary. Furthermore, I would like to suggest the teachers to try to adapt all their lesson plans according to students' reality and try to always teach vocabulary throughout the lesson. In the appendix there are the lessons plans used in my field research that can be a good help to have some ideas on how to teach some topics and develop further some of the strategies.

Finally, I would like to suggest that teachers start exploring students' interest and capacity to develop their vocabulary strategies from the beginning levels. There are many easy and different strategies that teachers can use with the students at the beginning levels. As mentioned Allen (1983), teacher can use the strategies of the first language acquisition to teach students new words to the beginner level students, like call the attentions to the words before giving the meaning, the use of some good selected stimuli, as pictures or real objects and the direct translation of the words to the mother tongue. Teacher should take into account all the positive aspects that vocabulary development may bring to the teaching of new language; I would say that teachers should invest more in the use of more than one strategy to teach his lesson in order for students to have opportunities to have as much strategies as they can, so that they can teach students to teach themselves.

In the future if it comes that I will have to do an action research of the same type again I will focus in more than one level of EFL students to see the impact it will have in different levels. Also I will try to reduce the number of classes and add questionnaires to help me collecting my data in more than one way.

Concerning further research, I would like to suggest that researchers explore the use of vocabulary development to encourage learners in their autonomous learning. There are a lot of strategies that teachers can use and teach the lessons and also teach the learners for their own vocabulary building. We can choose and arrange the strategies and adapt them according to the topics and make it interesting to the learners, we should never use only one strategy to

avoid students feel tired and bored over the subject and always work with the students to help them get better and better results.

I would like also to suggest a research based on a group of students from a less advanced level than those that I did my research with. This is because the research that I conducted, the data that I gathered was from an advanced level, and take into account that all the students selected to this field research were the best students from their classes. So it would be very interesting if teachers teach two or more different levels and test which is the best strategy that will better suite each level. It will be also very interesting if further researchers use mixed level classes to see if the strategy used with the students will have different impact according to students' level; and try to select not only the best students to work with because ones will need to get the data from all types of students and evaluate the changes in many different ways.

I wish that this work will be very beneficial for teachers that are interested in developing students' vocabulary throughout different strategies. To the ones that are not interested in developing students' autonomy in learning in their classrooms, I wish that this work calls their interest to the use vocabulary teaching and development in the classroom. I also wish that it can be an incentive to researchers in order to investigate more in relation to the use of autonomous learning in the classroom.

BIBLIOGRAPHY

- Ahmed, M. O. (1989). Vocabulary Learning Strategies. *Beyond words: Papers from the annual meeting of the British Association for Applied Linguistics*. London: University of Exeter.
- Allen, V.F. (1983). *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press.
- Carrel, P. (1987). Content and formal schemata in ESL reading. *TESOL Quarterly* 21 (3), 461-81.
- Carrel, P. & J. Eisterhold. (1983). Schema Theory and EFL Reading Pedagogy. *TESOL Quarterly* 17 (4), 553-73.
- Carter, R. & McCarty, M. (1988). *Vocabulary and Language Teaching*. London: Longman.
- Chall, J. (1958). *Readability: An Appraisal of Research and Application*. Columbus, OH: Ohio State Bureau of Education research Monographs.
- Coady, J. (1997). L2 Vocabulary Acquisition through Extensive Reading. In J. Coady and T. Huckin (Eds.) *Second Language Acquisition* (p. 225–37). Cambridge: Cambridge University Press.
- Cohen, A. D. (1998). *Strategies in Learning and Using a Second Language*. London: Longman.
- Crabtree, B. F. & Miller W. L. (1992). *Doing Qualitative Research*. Newbury Park: Sage Publications.
- Davis, F. B. (1968). Research in Comprehension in Reading. *Reading research Quarterly*. 7, 628-78
- Henning, G. H. (1973). Remembering Foreign Language Vocabulary: Acoustic and Semantic Parameters. *Language Learning* 23 (2), 185-96.
- Klare, G. R. (1974). Assessing Readability. *Reading Research Quarterly* 10, 62-102.
- Klare, G. R. (1963). *The Measurement of Readability*. Ames, IA: Iowa State University Press.
- Laufer, B. (1981). A Problem in Vocabulary Learning: Synophones. *English Teaching Journal* 35 (3), 294-300.
- McCarthy, M. (1990). *Language Teaching: A Scheme for Teacher Education*. Vocabulary. Oxford: Oxford University Press
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

- Nation, I. S. P. (1982) Beginning to learn vocabulary: *A review of the research*. *RELC Journal*. 13 (1), 14-36.
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House.
- Oxford, R. L. & Scarcella, R.C. (1994). Second Language Vocabulary Learning Among Adults: State of the Art in Vocabulary Instruction. *System* 22 (2), 231-43.
- Patton, M. Q. (1987). *How to Use Qualitative Methods in Evaluations*. Newbury Park: Sage Publications.
- Schmitt, N. (1997). Vocabulary Learning Strategies: Current trends in teaching second language vocabulary. In N. Schmitt and M. McCarthy (Eds.) *Vocabulary: Description, Acquisition and Pedagogy* (p. 199-227). Cambridge: Cambridge University Press.
- Seal, B. (1987). *Vocabulary Builder 1*. London: Longman.
- Spearitt, D. (1972). *Identification of Subskills of Reading Comprehension*. *Reading Research Quarterly* 8, 92-111.
- Taylor, L. (1986). *Vocabulary Acquisition: A Study of Teacher and Learner Strategies*. Unpublished MA dissertation. Birmingham, England: University of Birmingham.
- Thorndike, E. L. (1973). *Reading as Reasoning*. *Reading Research Quarterly* 9, 135-47.
- Wenden, A. L. (1986). Incorporating Learner Training in the Classroom. *System* 14 (3), 315-25.

Appendix I

Lesson Plan: 1

Date: April 4th 2008.

Level: 11th grades/level 5

Time: 60 minutes.

Teacher Trainee: Alessandro Silva

Goal: Talk with the focus group about the goals and purpose of this course, what they will gain from the course and present a diagnostic vocabulary test to the students.

Terminal objective:

- Students will know the main objectives of this non-credit course (see below).
- Students will be tested on their level of vocabulary learning.

Materials:

Black board, chalk, copies of the tests

Procedures:

Focus group session: (10 min)

Teacher will talk with the students about the reason why they were chosen and why they are attending the non-credit course.

- Teacher tells students what the course is about.
 - Why you are doing the course?
 - To contribute in my field research so I can collect some results/data that respond to the research for the findings in my literature review.
 - The main objective:
 - Learn and develop vocabulary strategies for the autonomous learning.
 - The benefits to the students:
 - Acquire new words to help them in the communication of English
 - Better grades in school
 - How the course will help them in language leaning
 - By the end of the course students will be more fluent and accurate in English
 - They will be able to learn vocabulary on their own and not only in the school
- Teacher talks about the strategy students use when they learn new words.
- Teacher asks students to keep a journal for their new vocabulary encounters.
- Ask students if they have any questions about the course.

Diagnostic test (Pre-test): (50 min)

- Teacher delivers the test to the students
- Teacher reads out the test to make some clarifications to help students in their task.
- Teacher needs to explain to the students that the grades are not important in the test.

Appendix I.I

Learning Techniques Quiz (3min)

Say yes or no to the questions about you.

1. I am able to learn vocabulary for my test in class, but I forget them in less than a week. _____
2. I learn some man new words while I read, but I don't really remember them when I see them again. _____
3. I learn my new words in a list in a notebook, but it is not very efficient. _____
4. I recognize words while I read, but I never use them myself. _____
5. I know what the words mean, but I often use them inappropriately. _____
6. I can remember words when I write, but keep forgetting them while I speak. _____





Appendix I.II

Diagnostic Test for the Non-credit Course. (Also the Post-test)

11th Grades Students – Level 5.


1. English Language Around the World

Look at the pictures and label them in British and American English.

 1. <table border="1" style="display: inline-table;"><tr><td>BrE</td></tr><tr><td>AmE</td></tr></table>	BrE	AmE	 2. <table border="1" style="display: inline-table;"><tr><td>BrE</td></tr><tr><td>AmE</td></tr></table>	BrE	AmE	 3. <table border="1" style="display: inline-table;"><tr><td>BrE</td></tr><tr><td>AmE</td></tr></table>	BrE	AmE	 4. <table border="1" style="display: inline-table;"><tr><td>BrE</td></tr><tr><td>AmE</td></tr></table>	BrE	AmE	 5. <table border="1" style="display: inline-table;"><tr><td>BrE</td></tr><tr><td>AmE</td></tr></table>	BrE	AmE
BrE														
AmE														
BrE														
AmE														
BrE														
AmE														
BrE														
AmE														
BrE														
AmE														
 6. <table border="1" style="display: inline-table;"><tr><td>BrE</td></tr><tr><td>AmE</td></tr></table>	BrE	AmE	 7. <table border="1" style="display: inline-table;"><tr><td>BrE</td></tr><tr><td>AmE</td></tr></table>	BrE	AmE	 8. <table border="1" style="display: inline-table;"><tr><td>BrE</td></tr><tr><td>AmE</td></tr></table>	BrE	AmE	 9. <table border="1" style="display: inline-table;"><tr><td>BrE</td></tr><tr><td>AmE</td></tr></table>	BrE	AmE	 10. <table border="1" style="display: inline-table;"><tr><td>BrE</td></tr><tr><td>AmE</td></tr></table>	BrE	AmE
BrE														
AmE														
BrE														
AmE														
BrE														
AmE														
BrE														
AmE														
BrE														
AmE														

2. Cinema

Match the words with their meanings, but there is one of the words that do not have its meaning and you have to write it down.

- | | |
|-----------------|--|
| 1. Comedy | a. Parte de um filme que mostra uma cena que aconteceu no passado. |
| 2. Movie Poster | b. A person who shows people where to sit in public places. |
| 3. Cast | c. Promo / Advert / Preview. |
| 4. Soundtrack | d. Argumentista. |
| 5. Subtitles | e.  |
| 6. Usher | f. Is played throughout the film and also at the end of it. |
| 7. Flashback | g. The protagonist, he is the main character. |
| 8. Trailer | h. A film genre. |
| 9. Screenwriter | i. |
| 10. Film Star | j. All the people who act in a film/movie. |

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

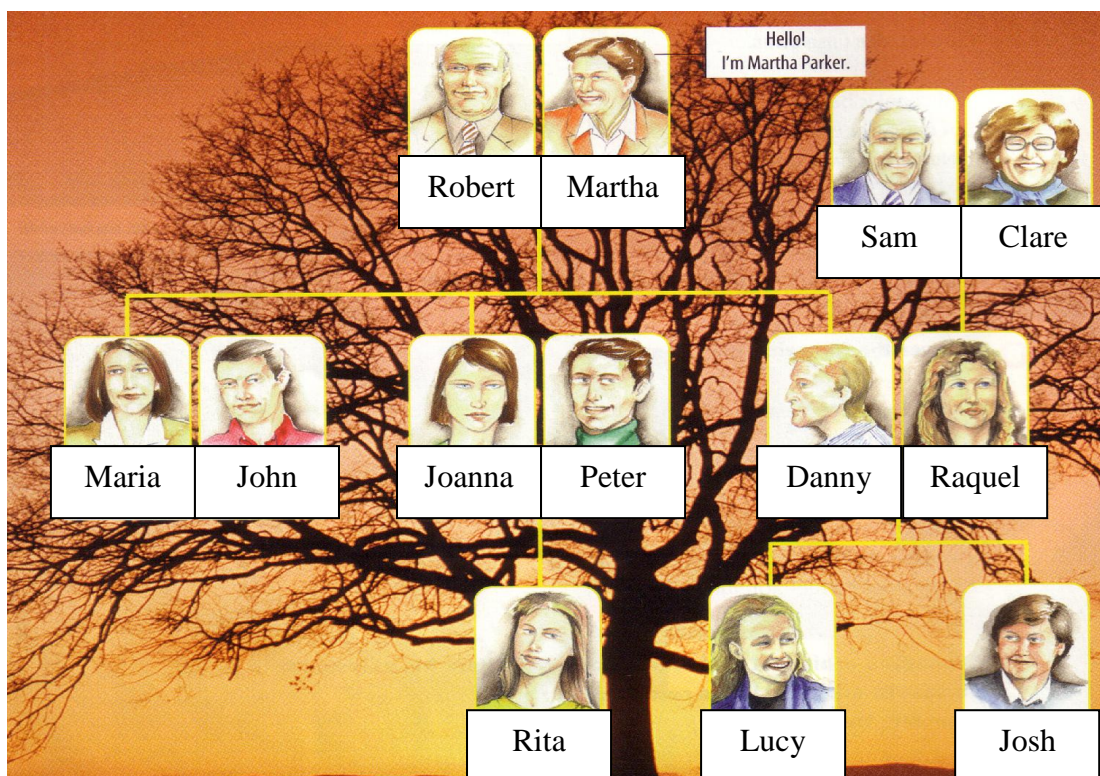
3. Telecommunications

Complete the sentences with the correct word below. (Use the letters to complete the spaces)

1. A public phone put in streets which can be very helpful for getting in contact with the others but only if you have coins or phone card is called _____.
a. cyberspace b. phone booth c. mobile phone d. chatroom
2. _____ is a thick book containing names, address and phone numbers in alphabetical order.
a. phone directory b. browser c. receiver book d. homepage
3. A discussion group on a specific topic grouping many people is _____.
a. a dialogue b. a chat c. a collect call d. a forum
4. _____ are responsible for the news that goes around the world, to clarify the facts that happen.
a. computers b. news items c. journalists d. e-mail
5. A phone conversation paid for by the person that receives the call is _____.
a. pre paid call b. pay phone c. browser d. collect call
6. _____ is a way of sending messages and data to other people by means of computers connected together in a network.
a. e-mail b. collect call c. cyberspace d. telephone
7. Portable equipment that enables two ways voice communications is referred to as a _____.
a. pager b. lap top c. phone directory d. cell phone
8. _____ a machine that sends and receives documents in an electronic form along telephone wires and then prints them.
a. Pager b. Telephone c. Fax Machine d. Cell phone
9. _____ is a network of documents that is linked together and located all over the world.
a. Website b. homepage c. sms d. browser
10. The main page created by an organization on the world wide web from which connections to other pages can be made is _____.
a. phone directory b. homepage c. pager d. e-mail

4. Family

Look carefully at the family tree below and then complete the sentences that follow with the correct information that are missing.



- Robert and Martha are married, they are _____ and _____. They are _____ of Rita, Lucy and Josh.
- Maria and Joanna are _____; they have a _____ named Danny.
- Peter is Robert's and Martha's _____. He is Rita's _____.
- Lucy and Josh are the _____ of Sam and Clare, and they are _____ to Rita.
- Raquel and Maria are _____.

5. Jobs and Occupations

Link the people on the left to their places of work

- | | |
|-----------------------|---------------------|
| 1. Painter | a. Restaurant |
| 2. Shop assistant | b. Cinema |
| 3. Secretary | c. Post office |
| 4. Film projectionist | d. Department store |
| 5. Doctor | e. Court House |
| 6. Postal worker | f. Hospital |
| 7. Personal trainer | g. University |
| 8. Cook | h. Office |
| 9. Judge | i. Studio |
| 10. Professor | j. Health Club |

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

6. The Human Body.

Match the words to the pictures. More than one word to a picture is possible.



<i>Leg</i>	<i>Knee</i>	<i>Belly</i>	<i>Face</i>	<i>Nose</i>	<i>Shoulder</i>	<i>Elbow</i>	<i>Arm</i>	<i>Head</i>	<i>Chest</i>
<i>Eye</i>	<i>Mouth</i>	<i>Lips</i>	<i>Hands</i>	<i>Ear</i>	<i>Back</i>	<i>Toe</i>	<i>Teeth</i>	<i>Finger</i>	<i>Chin</i>
A	B	C	D	E	F	G	H	I	J

7. Hobbies

Look at the pictures and write each one's favourite hobby.



a.
b.
c.
d.

e.
f.
g.
h.

i.
j.
k.
l.

8. Mass Media

Go through the words below and write next to each one of them words that best describe each one of them.

- | | |
|-------------------|-------|
| 1. Radio | _____ |
| 2. Television | _____ |
| 3. Internet | _____ |
| 4. The Press | _____ |
| 5. Broadcasting | _____ |
| 6. News flash | _____ |
| 7. Newspaper | _____ |
| 8. Magazines | _____ |
| 9. Entertainment | _____ |
| 10. Advertisement | _____ |

9. Holidays

Use the following words to complete the sentences below.

Exotic places Safari Adventures Homestay Holidays Ecological Holidays
Camping Activity Holidays Foreign countries Working Holidays Going abroad

- More and more people prefer trade houses nowadays to experience everyday real life when the go on holidays. They prefer _____ which are cheaper than staying in hotel.
- During the holidays some people travel around to visit and know other ~s countries and cultures. So _____ are the solutions for the ones that like to learn about other people.
- Many people spend their holidays participating in _____. These people like to face some exciting, and dangerous experience, they also like to try new ideas and take risks by doing series of events.
- _____ is one of the most excited ways to spend your holidays. You can take some days far from home and living in a tent, in a woods or place near river banks doing some unusual things.
- These are holidays which you are actually taught how to do something. It is called _____ in which there are dozens of things to do all day long and you can have a lot of fun.
- There are people that love going to _____ to spend their holidays. There you find some beautiful landscapes and some good places for a good journey.
- When people travel to _____ for holidays they need to be very careful and have all their documents ready and enough money for their residence. They also need to look for countries that are not in war.

8. It is usual in Cape Verde for some people to do some _____ when they travel to foreign countries such as USA where they work in some farms and factories.
9. If someone wants to go for a _____ the best place to go to is Africa, where they can go on a trip to see or hunt wild animals.
10. Another type of activity to occupy your holiday with, are the _____ or “Green Holidays”, it was very popular in the past years. People go to rainforests to study some animals or maybe just for fun.

Objectives of the Diagnostic test (Pre-test).

This diagnostic test is for a group of non credit course students of 11th grades / level five of Cape Verdean school system. The purpose of it is for me to be able to identify the level of proficiency of the students in dealing with vocabulary.

The text is divided in 9 parts:

1. In the first question students are asked to match the words with their meanings and to write the meaning of one which there is no answer. In this exercise I used different ways to provide the answer to the learners, instead of focussing in only one way to give the meaning to the words.
2. The statements on exercise two is to try to make students conscious of what happens to them when they learn new words, I wrote six statements and ask the learners to say *yes* or *no* at the end in a way to alert them, so that can try to improve themselves in the future. This will also help the learners to try to avoid bad habits and work forward to improve their learning ability.
3. The third exercise students will say how they think learning vocabulary is easier for them by numbering the statements from 1-12. The statements are some of the ways in which someone can practice or use to learn new words, so students may have used the strategies so they will now remember them and number them from the easiest to the hardest.

Appendix I.III

Correction Grill of the Pre-test

Names	Part I	Part II	Part III	Part IV	Part V	Part VI	Part VII	Part VIII	Part IX	Total
	2,0	2,0	2,0	2,0	2,0	4,0	2,0	2,0	2,0	20
Carlos Lopes	0,0	1,4	1,6	0,4	1,0	1,6	0,4	1,0	0,8	8,2
Gerson Tavares	1,2	0,0	0,8	1,7	1,6	3,0	0,8	0,9	0,6	10,6
Ivandra De Pina	0,1	0,2	1,6	1,1	0,8	0,4	0,5	0,0	1,2	5,9
Jenice Freire	0,7	0,0	1,4	0,0	1,0	2,0	1,0	0,8	1,2	8,1
Jesuino Silva	0,7	0,4	0,6	0,2	0,8	2,4	0,5	0,2	0,2	6,0
Jorge Almeida	1,0	1,0	1,8	1,0	1,8	1,6	0,3	1,2	1,9	11,6
Jussara Borges	0,0	0,0	0,0	0,8	1,4	1,0	0,6	0,0	0,6	4,4
Kathleen Coutinho	1,3	0,4	1,0	1,2	1,2	2,8	1,1	1,2	1,8	12,0
Mário Camões	1,0	0,8	1,6	1,4	1,6	2,8	1,0	1,3	1,6	13,1
Mayara Veiga Jassy	0,8	1,0	1,4	1,2	2,0	3,6	1,0	0,6	1,6	13,2
Ricardo Monteiro	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
Sandro Tavares	0,7	0,0	1,2	0,0	1,4	1,8	0,5	1,0	2,0	8,6
Simone A. Gabriela	0,7	1,8	1,6	0,9	2,0	3,8	0,8	1,1	2,0	14,7

Ricardo did not do the Pre-test.

Appendix II

Lesson Plan: 2

Date: April 11th 2008.

Level: 11th grades/level 5

Time: 60 minutes.

Teacher Trainee: Alessandro Silva

Goal: to revise and learn vocabulary around the topic of “English Spoken Around the World.”

Terminal objective:

- Students will learn how to use a picture as a type of a stimuli in a way to learn new words;
- Students see how pictures help ones to have a clear image of the word in their minds.
- To learn vocabulary of English Spoken Around the World.

Materials:

Black board, chalk, posters/pictures, charts with new words,

Procedures:

Warm up: (7 min)

- Teacher presents twelve pictures to the students for them to think about and do a brain storm related to the pictures so they can come with a list of words related to the pictures (students write the words in their journals).

Application:

Game: (45 min)

- Teacher will play a game with the students in order to make the lesson more interactive for the students and to have all the students participate and express their ideas:
- Teacher starts by asking students which country they prefer to go to.
- According to their answer teacher divides them in two groups (one group representing American English and the other group representing British English).
- Teacher will show the pictures to the students one by one and then pick a group to say what the picture means or to say the word that best describes the picture, in the English of the country they are representing.
- Teacher gives the group some time to think and answer, if they do not answer then the other group takes turn to try to answer on the English they are representing. (Teacher provides few clues to the students of each group, in a way to help them in their thinking)
- If there is no answer from any of the groups teacher will provide more clues to the students and try to complete the task together with the students.
- After each answer teacher will work on the pronunciation of the words, by making a repetition of the words to the students.

Appendix II (Continued)**Individual Activity: (5 min)**

To make sure that students have learned the words teacher will individually test them now:

- Students will go to the board one by one to place the words in a chart below each picture;
- There will be 24 charts with words in British and American English for students to place below each picture.

End credits: (3 min)

Teacher will have students to make a summary of what they have done in this lesson. And end the lesson.

Appendix II.I

Words brainstormed by the students (According to the pictures on Appendix II.II)

Commercials	Jeans	Apartments
Underground	Holiday	Mail Box
Students	Hoses	French Fries
Pants	Football Fans	Taxi
Cars	Elevator	Garbage Box
Gas Station	Train	Travelling
Store	Bus	Building
Truck	Football Field	Road Signal
Shopping Centre	Bus & Train Station	Football Players

Appendix II.II

The pictures used in the lesson



1. BrE
AmE



2. BrE
AmE



3. BrE
AmE



4. BrE
AmE



5. BrE
AmE



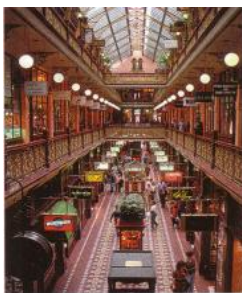
6. BrE
AmE



7. BrE
AmE



8. BrE
AmE



9. BrE
AmE



10. BrE
AmE



11. BrE
AmE



12. BrE
AmE

Appendix III

Lesson Plan: 3

Date: April 18th 2008.

Level: 11th grades/level 5

Time: 60 minutes.

Teacher Trainee: Alessandro Silva

Goal: to revise and learn vocabulary around the topic “Cinema”

Terminal objective:

- To learn the features required to learn a language.
- To learn different possible ways to learn vocabulary.

Materials:

Black board, chalk, charts with new words,

Procedures:

Warm up: (5 min)

- Teacher writes twelve words on the board and asks students to say which topic the words are related with, in order for the students to have knowledge of what the lesson will be about.

Application:

Game: (40 min)

- After presenting the words to the students, the teacher will ask students to write in their journals five characteristics that they think are important to know and learn a word.
- Teacher will have students tell him what they do when they try to learn new words.
- Teacher will then take the opportunity to point out some features required to learn a language, such as:
 - Pronunciation
 - Translation
 - Grammatical pattern
 - Synonyms
 - Different meanings (depending on the context)
- Teacher presents the features of the words to the students and explains them to the students to clarify the words for them.
- Teacher then shows the students different possible ways to learn vocabulary:
 - Giving the definition
 - Making illustrations or giving examples
 - Showing the synonyms or the antonyms
 - Developing the meaning then presenting the word
 - Presenting the word then its meaning

Appendix III (Continued)**Individual Activity:** (10 min)

To make sure that students have learned the ways to learn a new word the teacher will give some exercises to the students to work out the strategies.

- Teacher will take the twelve words presented in the beginning and make the students match them with their correct answer.
- Teacher will ask the student which is the meaning of the word and how it is presented to them

End credits: (5 min)

Teacher will have students to make a summary of what they have done in this lesson. And end the lesson.

Appendix III.I

The twelve words related to the topic “Cinema”

1. Comedy
2. Movie Poster
3. Cast
4. Soundtrack
5. Subtitles
6. Usher
7. Flashback
8. Trailer
9. Screenwriter
10. Film Star
11. Oscars
12. Screen

Appendix III.II

The meaning of the words about the topic “Cinema” (for students to match)

- a. Parte de um filme que mostra uma cena que aconteceu no passado.
- b. A person who shows people where to sit in public places.
- c. Promo / Advert / Preview.
- d. Argumentista.



- e.
- f. Is played throughout the film and also at the end of it.
- g. The protagonist, he is the main character.
- h. A film genre.
- i. All the people who act in a film/movie.
- j. Awards given every year by the US Academy of Motion Picture Arts and Sciences for the success in the making of films/movies.
- k. The large flat surfaces that films/movies or pictures are shown on.
- l. Words that translate what is said in a film/movie into a different language and appear on the screen at the bottom.

Appendix IV

Lesson Plan: 4

Date: April 25th 2008.

Level: 11th grades/level 5

Time: 60 minutes.

Teacher Trainee: Alessandro Silva

Goal: to revise and learn vocabulary around the topic “Telecommunications”

Terminal objective:

- To learn the features required to learn a language.
- To learn different possible ways to learn vocabulary.

Materials:

Black board, chalk, charts with new words,

Procedures:

Warm up: (15 min)

- Teacher starts the class by introducing the topic telecommunications to the students.
- Afterwards the teacher will guide a controlled discussion about the topic, by having the students talk about the topic. Together they will talk about the origin of telecommunications, its impact and weight in the world, the advantages and disadvantages, its evolution over the years, and much more.

Application:

Information: (25 min)

Step 1:

- Teacher will present to students twelve words related to the topic telecommunications.
- Teacher ask students to describe each of the words,
- Students will, according to what they know try to describe the word.
- Students will write the word and the descriptions in their journals

Step 2:

- Teacher will read some sentences outloud that describe and/or give the definitions of the words given.
- Teacher asks students to compare the sentences with the descriptions they have written in their journals.
- Teacher explains at last each word to the students in a way that it can be very clear for them to connect each word with the sentence that best describes the words.

Individual Activity: (15 min)

Teacher will now ask individual students to go up to the board and choose the correct sentence for each sentence. Since there will be some distracters students will have to choose from a group of four words the one that exactly completes the sentence.

Appendix IV (Continued)

End credits: (5 min)

Teacher will have students to make a summary of what they have done in this lesson.
And end the lesson.

Appendix IV.I

The words from one to twelve and their definitions:

1. **Phone booth** – a public phone put in streets which can be very helpful for getting in contact with the others but only if you have coins or phone card
2. **Phone directory** – is a thick book containing names, address and phone numbers in alphabetical order.
3. **Forum** – is a discussion group on a specific topic grouping many people.
4. **Journalists** – are the ones responsible for the news that goes around the world, to clarify the facts that happen.
5. **Collect call** – is a phone conversation paid for by the person that receives the call.
6. **E-mail / Electronic mail** – is a way of sending messages and data to other people by means of computers connected together in a network.
7. **Cell Phone** – is a portable equipment that enables two ways voice communications.
8. **Fax Machine** – is a machine that sends and receives documents in an electronic form along telephone wires and then prints them.
9. **Website** – is a network of documents that is linked together and located all over the world.
10. **Homepage** – is the main page created by an organization on the World Wide Web from which connections to other pages can be made.
11. **SMS** – is a service that allows you to send and receive text messages via mobile phones.
12. **Network** – is a number of computers and other devices that are connected together so that equipment and information can be shared.

Appendix V

Lesson Plan: 5

Date: May 16th 2008.

Level: 11th grades/level 5

Time: 60 minutes.

Teacher Trainee: Alessandro Silva

Goal: to revise and learn vocabulary around the topic “Family”

Terminal objective:

- To learn the features required to learn a language.
- To learn different possible ways to learn vocabulary.

Materials:

Black board, chalk, posters/pictures, charts with new words,

Procedures:

Warm up: (5 min)

- Teacher presents to the students a picture that represents a family tree.
- Teacher then addresses some questions to the students:
 - o How many family trees are in the picture?
 - o How many people are in the Parker family?
 - o How many sons and daughters do Mr. and Mrs Parker have?

Application:

Information: (25 min)

- Teacher now presents the twelve words to the students.
- In order for them to get a better understanding of the meaning of the words teacher asks each student to say the meaning of the words presented. Teacher helps the students with their answer.
 - Students will keep all the information in their journals.
 - If possible they will try to translate the words to the mother tongue for better understanding.

Individual Activity: (10 min)

To make sure that students have learned the new words the teacher will give some exercises to the students to complete.

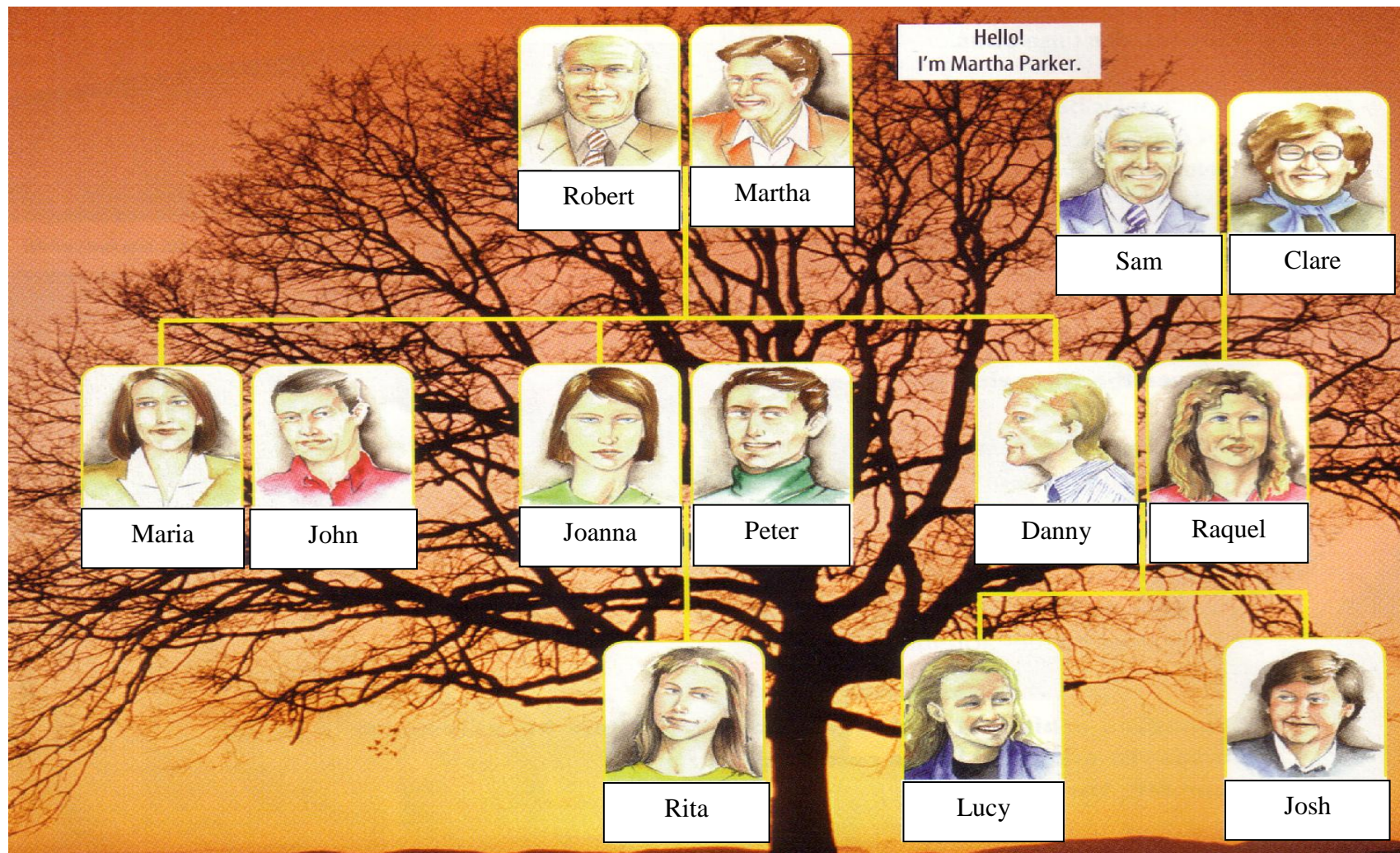
- Teacher will give some sentences that have some information about the picture of the family tree and have students to complete the missing parts according to what they see in the picture.
- The picture will be as a support for them to complete the sentences with the words given by the teacher.

End credits: (5 min)

Teacher will have students to make a summary of what they have done in this lesson. And end the lesson.

Appendix V.I

The Family Tree



Appendix V.II

1. Brother
2. Cousin
3. Father
4. Grandchildren
5. Grandparent
6. Husband
7. Niece
8. Sister
9. Sister-in-law
10. Son-in-law
11. Uncle
12. Wife

Appendix VI

Lesson Plan: 6

Date: May 23rd 2008.

Level: 11th grades/level 5

Time: 60 minutes.

Teacher Trainee: Alessandro Silva

Goal: To revise and learn vocabulary about the topic “Jobs and Occupations”

Terminal objective:

- To learn the features required to learn a language.
- To learn different possible ways to learn vocabulary.

Materials:

Black board, chalk, posters/pictures, charts with new words,

Procedures:

Warm up: Students talk about future occupation. (7 min)

- Teacher talks with the students about their future plans;
- Teacher asks questions such as:
 - o What would you like to be when you grow up?
 - o Why did you choose to become a...?
 - o Did your parents influenced you to choose you future profession or it was you own choice?

Application:

Information: (25 min)

- Teacher now presents the twelve words to the students.
- In order for them to get a better understanding of the meaning of the words teacher asks each student to say the meaning of each job in their mother tongue. Teacher will help the students with their answer if necessary.
 - Students will keep all the information in their journals.

Individual Activity: (25 min)

To make sure that students have learned the new words and that they will be able to use them in the future teacher will give some exercises for the students to complete.

Exercise:

- Teacher will present the twelve words on a chart on the blackboard
- On another chart there will be twelve other words from a) to l) in scrambled way for the students to complete with the correct letter in a space next to the twelve words about the occupations.
- The words will be about the places where the workers do their job everyday.

End credits: (3 min)

Teacher will have students to make a summary of what they have done in this lesson.

And end the lesson.

Appendix VI.I

Some Jobs and Occupations

1. Pilot
2. Shop Assistant
3. Secretary
4. Cook
5. Doctor
6. Postal Worker
7. Personal Trainer
8. Farmer
9. Judge
10. Painter
11. Film Projectionist
12. Professor

Appendix VI.II

The places of work of each of the particular jobs

- a. Restaurant
- b. Cinema
- c. Post Office
- d. Department Store
- e. Court House
- f. Hospital
- g. University
- h. Office
- i. Studio
- j. Health Club
- k. Aircrafts
- l. Ranch

Appendix VII

Lesson Plan: 7

Date: May 30th 2008.

Level: 11th grades/level 5

Time: 60 minutes.

Teacher Trainee: Alessandro Silva

Goal: to revise and learn vocabulary around the topic “Parts of the Body”

Terminal objective:

- To learn the features required to learn a language.
- To learn different possible ways to learn vocabulary.

Materials:

Black board, chalk, posters/pictures, charts with new words,

Procedures:

Warm up: Game (10 min)

- In order to have students motivated to the calls teacher ask the students to stand up and to play a game.
 - o Students will be asked to stand next to their chair and touch the parts of the body that teacher says outloud.
 - o The words teacher says are the words that will be taught in the lesson.
 - o Then they will be asked to repeat each of the word after the teacher to practice pronunciation.
 - o Teacher will take this stage of the lesson to see how much students know about the words (teacher will not correct students mistakes this time)

Application:

Information: (20 min)

- Teacher now presents the twenty words to the students.
- For the students to get a better comprehension and the meaning of the words teacher asks students to divide the words according to the parts of the body that they are.
- Students will put the words in a group of words that comes together in the human body.
 - Students will keep all the information in their journals.

Individual Activity: (25 min)

To make sure that students have learned the new words the teacher will give some exercises for students to complete.

- Students will be shown ten pictures with parts of the body for them to look at.
- After teacher will label the pictures from a) to i) and have a list to make students complete each letter with word or words that corresponds to the pictures.
- Teacher will make students touch or move the part of the body that he/she had completed.

Appendix VII (Continued)**End credits:** (5 min)

Teacher will have students to make a summary of what they have done in this lesson.
And end the lesson.

Appendix VII.I

The Parts of the Human Body

Leg Knee Belly
Face Nose
Shoulder Elbow
Arm Head Chest
Eye Mouth Lips
Hands Ear Back
Toe Teeth Finger
Chin

Appendix VII.II**The Parts of the Human Body**

Appendix VIII

Lesson Plan: 8

Date: June 07th 2008.

Level: 11th grades/level 5

Time: 60 minutes.

Teacher Trainee: Alessandro Silva

Goal: To revise and learn vocabulary about the topic “Hobbies”

Terminal objective:

- To learn the features required to learn a language.
- To learn different possible ways to learn vocabulary.

Materials:

Black board, chalk, posters/pictures, charts with new words,

Procedures:

Warm up: Students talk about their free time. (10 min)

- Teacher talks with the students about their free times;
- Teacher asks questions such as:
 - o What do you like to do when you have a free time?
 - o Which is your favourite hobby or hobbies?
 - o Why do you think it is important for someone to have a free time on their lives?

Application:

Information: (25 min)

- Teacher now presents some picture with people on their free time doing what they like best.
- Together with the students teacher will conduct a discussion about the topic.
- Teacher will work with each poster at the time and ask students what are the activities that each of them is performing.
 - Students will keep all the information in their journals.

Individual Activity: (20 min)

- Teacher now presents the twelve words to the students for them to complete each of the pictures according to their activity.

To make sure that students have learned the new words and that they will be able to use them in the future teacher will give some exercises for the students to complete.

Exercise:

- Students will now label each picture with the correct word to finish the exercise.
- Each picture will have letters from a) to l), so students will label them
- They will first look at the pictures and then say which is the favourite hobby of the person or the people on the picture.

Appendix VIII (Continued)

End credits: (5 min)

Teacher will have students to make a summary of what they have done in this lesson.
And end the lesson.

Appendix VIII.I

People on their free time enjoying what they like to do best



The activities according to the pictures

1. Playing Volleyball
2. Dancing
3. Playing cards
4. Reading a book
5. Skating
6. Studying
7. Shopping
8. Skiing
9. Swinging
10. Playing board games
11. Playing tennis
12. Watching Television

Appendix IX

Lesson Plan: 9

Date: June 09th 2008.

Level: 11th grades/level 5

Time: 60 minutes.

Teacher Trainee: Alessandro Silva.

Goal: To revise and learn vocabulary about the topic “Mass Media”

Terminal objective:

- To learn the features required to learn a language.
- To learn different possible ways to learn vocabulary.

Materials:

Black board, chalk, charts with new words,

Procedures:

Warm up: (10 min)

- Teacher asks students about the types of mass media that they know;
- Teacher asks students some questions such as:
 - o Do you think mass media is important? Why or why not?
 - o What are the advantages and the disadvantages of mass media?
 - o Which type the mass media do you think gives us more information?

Application:

Information: (20 min)

- After the simple introduction and questions and answers about mass media teacher now presents twelve types of mass media to the students.
- Together with the students teacher will help them describe each one of the mass media.
 - Students will keep all the information in their journals.

Individual Activity: (25 min)

To make sure that students have learned the new words and that they will be able to use them in the future teacher will give some exercises for the students to complete.

Exercise:

- Students will now be asked to write next to each of the mass media the possible definition, in this case they will try to guess the definitions of the words; or just put next to the words sentence or words that describes the mass media.
- Teacher will then correct students' mistakes and give the needed further information.

End credits: (5 min)

Teacher will have students to make a summary of what they have done in this lesson. And end the lesson.

Appendix IX.I**The Mass Media**

- 1. Radio**
- 2. Television**
- 3. Internet**
- 4. The Press**
- 5. Broadcasting**
- 6. News Flash**
- 7. Newspaper**
- 8. Magazines**
- 9. Entertainment**
- 10. Advertisement**
- 11. Documentaries**
- 12. Journals**

Appendix X**Lesson Plan: 10**

Date: June 11th 2008.

Level: 11th grades/level 5

Time: 60 minutes.

Teacher Trainee: Alessandro Silva.

Goal: To revise and learn vocabulary about the topic “Holidays”

Terminal objective:

- To learn the features required to learn a language.
- To learn different possible ways to learn vocabulary.

Materials:

Black board, chalk, charts with new words, copies with the exercise.

Procedures:**Warm up:** (15 min)

- Teacher first presents the topic to the students which is “The Holidays”;
- Teacher asks students to do a brain storming about the topic;
- Teacher asks students to tell him the types of holidays they know about;
- Students are to write all the information on their journals.
- Teacher then addresses some questions to the students:
 - o What are the holidays for?
 - o Which type of holiday do you like do practice?
 - o What do you do during your holidays?

Application:**Information:** (20 min)

- After the teacher asks students if they know what each of these holidays mean.
- Together with the students teacher will help them describe each one of the holidays and say how they are practiced.
- Teacher will present the ten types of holidays that he had chosen for the lesson;
- Teacher presents the holidays one by one and explains it to the students.
 - Students will keep all the information in their journals.

Individual Activity: (20 min)

Just for reinforcement teacher gives the students some tasks for them to do.

Exercise:

- Students will be given the ten types of holidays together with some text passages that describe each of the holidays.
- They will be asked to complete the gaps of the passage according to the description of each holiday.
- Teacher will then correct students' mistakes and give the needed further information.

Appendix X (Continued)

End credits: (5 min)

Teacher will have students to make a summary of what they have done in this lesson.
And end the lesson.

Appendix X.I

Holidays

Exotic places

Safari

Adventures

Homestay Holidays

Ecological Holidays

Camping

Activity Holidays

Foreign countries

Working Holidays

Going abroad

Appendix XI

Correction Grill of the Post-test

Names	Part I	Part II	Part III	Part IV	Part V	Part VI	Part VII	Part VIII	Part IX	Total
	2,0	2,0	2,0	2,0	2,0	4,0	2,0	2,0	2,0	20
Carlos Lopes										0,0
Gerson Tavares										0,0
Ivandra De Pina										0,0
Jenice Freire	1,0	0,0	1,8	0,3	0,0	0,0	0,0	0,0	0,0	3,1
Jesuino Silva	1,5	1,2	1,8	1,8	2,0	3,6	0,0	0,0	0,0	11,9
Jorge Almeida										0,0
Jussara Borges										0,0
Kathleen Coutinho										0,0
Mário Camões	1,7	0,0	1,8	0,0	2,0	3,8	2,0	1,8	2,0	15,1
Mayara Veiga Jassy										0,0
Ricardo Monteiro										0,0
Sandro Tavares										0,0
Simone A. Gabriela	1,9	1,0	1,9	1,9	2,0	3,6	2,0	2,0	2,0	18,3

Appendix XII

Attendance List

Students that participated in the field research

Names	April 04th	April 11th	May 02nd	May 09th	May 16th	May 23th	May 30th	June 06th	June 09th	June 11th	June 13th
Carlos Lopes	P	P	F	F	P	F	F	F	F	F	F
Gerson Tavares	P	P	P	P	P	F	F	F	F	F	F
Ivandra De Pina	P	P	F	F	F	F	F	F	F	F	F
Jenice Freire	P	P	F	P	P	F	F	F	F	F	P
Jesuino Silva	P	P	P	P	P	P	P	F	F	F	P
Jorge Almeida	P	P	F	P	F	F	F	F	F	F	F
Jussara Borges	P	P	P	F	F	F	F	F	F	F	F
Kathleen Coutinho	P	P	P	F	F	F	F	F	F	F	F
Mario Camões	P	P	F	P	F	P	P	P	P	P	P
Mayara Veiga Jassy	P	P	F	F	F	F	F	F	F	F	F
Ricardo Monteiro	F	P	F	F	F	F	F	F	F	F	F
Sandro Tavares	P	P	F	F	P	F	F	F	F	F	F
Simone A. Gabriela	P	P	F	P	F	P	F	P	P	P	P

Ricardo Monteiro did not do the test and only attended one class